

University of North Carolina at Pembroke
Teacher Education Program
Preparing teachers who are committed, collaborative, and competent

Accredited by:
Council for Accreditation of Educator Preparation (CAEP)
North Carolina Department of Public Instruction (NCDPI)



Spring 2021 -CRN 20117: EDNL5800-Supervision and Instructional Leadership

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Office Hours: Monday, 4:00-6:00/Online, Tuesday, 3:00-5:30/Online, Wednesday 12:00-2:30/Online (Thursday's & Friday's by Appointment)

Class Meeting Days (Hybrid): Tuesday—see tentative schedule for specific in-class and online meeting dates.

Class Meeting Times: 5:30-8:30 p.m.

Class Meeting Location: *UNC-P Education Building Room 222*

During Spring Session, students should expect to commit a minimum of 8-10 hours per week to the course meetings (in-class and online lessons), readings, assignments, and projects.

Corequisite: EDNL5460 Field Experience: The student will participate in field experiences that support the practical application of theoretical constructs including activities completed outside of the college classroom connecting to course content, assignments and assessments. Students will actively engage in clinical teachers and students to broaden their knowledge bases and engage in school-based professional activities and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated).

Required Text and Materials

- Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M. (2018). *SuperVision and Instructional Leadership*: (10th ed.). Boston: Allyn and Bacon.
- **Taskstream** is an electronic platform that provides a centralized hub for student assessment, standards monitoring, and planning across the School of Education.

Statement on electronic portfolios and Taskstream: In March 2018, the UNCP Board of Trustees approved a student fee for our Education eportfolio system. The fee is \$25 per semester. This required fee will apply to all undergraduate, graduate, add-on, and licensure only students. All MSA students must have access to Taskstream. To access Taskstream, please visit www.taskstream.com and use the code **Access Code: TradMSAFa18**

Supplemental Text/Resources (Recommended/Optional):

- Grenny, Patterson, McMillan, & Switzler (2013). *Crucial conversations: Tools for talking when stakes are high* (2nd Ed.) ISBN-13: 978-0071771320
- Hammond, Z (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. ISBN-13: 978-1483308012

COURSE DESCRIPTION

In this course, MSA candidates will develop an understanding of the essential elements of developmental supervision, quality instruction, and effective learning. An emphasis will be placed on the knowledge, interpersonal skills, technical skills and tasks, and cultural tasks of supervision such as addressing equity and diversity, culturally responsive teaching and leadership, recruitment and retention, conducting observations and evaluations, examining the teacher working conditions, and teacher empowerment. Candidates develop supervisory skills to strengthen the instructional program in schools by facilitating and supporting the capacity building of teachers to improve student learning and transform schools. The North Carolina Teacher Evaluation System and the North Carolina Standards for Executive Leaders will be presented and incorporated into applied practice throughout this course. **The candidate will participate in field experience resulting in an evidence-based teacher empowerment and leadership project.**

UNCP Teacher Education Conceptual Framework:

Theme: Preparing professional educators who are committed, collaborative, and competent. The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

MAJOR EVIDENCE AND THE NORTH CAROLINA SCHOOL EXECUTIVE STANDARDS

This course includes a major licensure requirement titled the *Teacher Empowerment and Leadership Project* (TEL). The evidence aligns with the NC School Executive Standards (NCSES) and competencies. Throughout the course, students will submit drafts of specific sections and receive helpful feedback as to the quality and content of their work. After receiving a final grade on the project, students will be instructed to upload the final version of the Teacher Empowerment and Leadership Project (TEL) to Taskstream for final assessment of each student's evidence using a rubric approved by the North Carolina State Board of Education and assign the student a final status of proficiency. The licensure evidence for EDNL 5800 is designed around the following North Carolina standards (Standard I, II, III, IV, V and VII.). At the beginning of the semester, students will receive an *Evidence Handbook*, which provides directions for completing all phases of the TEL evidence.

This course is one within the series of courses that comprise the professional studies/core component of the Master of School Administration degree, and it places special emphasis on North Carolina Standards for Executive Leaders (NCSSE) and the National Professional Standards for Educational Leaders (PSEL).

STANDARDS FOR EXECUTIVE LEADERS

North Carolina Standards for School Executives (NCSSE)	Professional Standards for Educational Leaders (PSEL) formerly known as the ISLLC	NC Digital Learning Competencies for School Administrators (DLC)
<ol style="list-style-type: none"> 1. Strategic Leadership 2. Instructional Leadership 3. Cultural Leadership 4. Human Resources Leadership 5. Managerial Leadership 6. External Development Leadership 7. Micro-political Leadership 	<ol style="list-style-type: none"> 1. Mission, Vision, and Core Values 2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness 4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff 8. Meaningful Engagement of Families and Community 9. Operations and Management 10. School Improvement 	<ol style="list-style-type: none"> 1. Vision and Strategy 2. Content and Instruction 3. Human Capacity and Culture 4. Personal Growth and Connectedness 5. Community

- [North Carolina Standards for School Executives](https://files.nc.gov/dpi/north_carolina_standards_for_school_executives_1.pdf)
(https://files.nc.gov/dpi/north_carolina_standards_for_school_executives_1.pdf)
- [Professional Standards for Educational Leaders \(PSEL\)](http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) – (http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)
- [NC Digital Learning Competencies for School Administrators](https://files.nc.gov/dpi/administrator-dlcompetencies.pdf)
(<https://files.nc.gov/dpi/administrator-dlcompetencies.pdf>)

NC Standards for School Executives Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

- | | | |
|---|--|--|
| <input type="checkbox"/> Communication
<input type="checkbox"/> Change Management
<input type="checkbox"/> Conflict Management
<input type="checkbox"/> Creative Thinking
<input type="checkbox"/> Customer Focus
<input type="checkbox"/> Delegation
<input type="checkbox"/> Dialogue/Inquiry | <input type="checkbox"/> Emotional Intelligence
<input type="checkbox"/> Environmental Awareness
<input type="checkbox"/> Global Perspective
<input type="checkbox"/> Judgment
<input type="checkbox"/> Organizational Ability | <input type="checkbox"/> Personal Ethics and Values
<input type="checkbox"/> Personal Responsibility for Performance
<input type="checkbox"/> Responsiveness
<input type="checkbox"/> Results Orientation
<input type="checkbox"/> Sensitivity |
|---|--|--|

- Systems Thinking.
- Time Management
- Technology
- Visionary

DISPOSITIONS AND PRACTICES OF HIGHLY EFFECTIVE SCHOOL LEADERS

As an educational professional, MSA candidates enrolled at UNCP should demonstrate and provide considerable evidence of understanding and commitment to professional dispositions. The Professional Educational Leadership Dispositions are the professional attitudes, values and beliefs that candidates demonstrate through verbal and non-verbal behaviors. These dispositions represent the attitudes and behaviors that are expected of educational leaders.

According to the [National Policy Board for Educational Administration \(2018\)](#) dispositions are defined as

The habits of professional action and moral commitments that underlie a leader’s performance. A leader’s dispositions reflect his or her values, beliefs, and professional attitudes and ethics, which are demonstrated through both verbal and non-verbal behaviors toward students, families, colleagues, and communities. These behaviors affect student learning, motivation, and development as well as the leader’s own professional growth. Like commitments, dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice (p. 108).

Candidates in the MSA Program are expected to exhibit the following dispositions (attitudes and behaviors expected of educational leaders).

- | | | |
|---|--|---|
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Effective Communicator | <input type="checkbox"/> Interpersonal Skills |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Embraces Diversity and Equity | <input type="checkbox"/> Positive Attitude |
| <input type="checkbox"/> Determination/Perseverance | <input type="checkbox"/> High Expectations for All | <input type="checkbox"/> Self-Awareness |
| <input type="checkbox"/> Driven to Learn (Ability to Reflect) | <input type="checkbox"/> Integrity | <input type="checkbox"/> Self-Confidence |
| | | <input type="checkbox"/> Vision |

COURSE GOALS AND OBJECTIVES

One of the primary responsibilities of an administrator is the evaluation of instruction and the development of quality instructional personnel. This requires specific knowledge and skills, dispositions, techniques, and processes, as well as a broad knowledge base in instructional strategies, motivational psychology, and instructional technology. This course focuses on a holistic approach to supervision and instructional leadership.

Course Learning Goals:

1. Apply knowledge, skills, and tasks of supervision to integrate individual needs with organizational goals that promote a culture of high expectations for student learning and effective teaching.
2. Apply analytical skills (Communication, Creativity, Critical Thinking, Data Analysis, and Research) to enrich curriculum and instruction, monitor instructional practices, and provide faculty the assistance needed for instructional improvement.

3. Assess matters of equity, diversity, and cultural responsiveness in all aspects of leadership.
4. Demonstrate skills that combine objectivity, transparency, sensitivity, equality, and ethical considerations in decisions and in interactions with others.
5. Develop data-driven school-based program(s) utilizing technology, supported by research and best practices that provides continuous support to promote student learning and build teacher capacity.
6. Clearly and effectively present and communicate information orally and in writing.

Course Learning Objectives:

1. Describe the evolution and current status of research on effective schools and research on supervision and instructional leadership.
2. Apply the research on adult learning, adult and teacher development to the role of supervision and instructional leadership.
3. Demonstrate effective use of interpersonal skills and supervisory skills to engage people in courageous conversations that explore issues and challenges bad behaviors/relationships that are hindering school performance.
4. Demonstrate the ability to perform data analysis and use analytical skills to make informed decisions to build teacher capacity and increase efficacy.
5. Explain the levels of supervision and evaluation as indicated in the North Carolina Teacher Evaluation System.
6. Describe effective recruitment, hiring, and placement practices for establishing organizational and personal fit of school personnel with regards to the school culture and student needs.
7. Evaluate instruction and match/use the correct supervisory approach with a teacher and/or group for optimal results.
8. Apply cultural competence and responsiveness in individual interactions, decision making and practice.
9. Demonstrate the ability to effectively convey information and the results of the analysis through written and oral communication.
10. Create a one-page Infographic utilizing technology to display analytical results to share with stakeholders.
11. Design a New/Beginning Teacher Induction Program Model utilizing data, research, and technology to empower teachers and build teacher capacity.
12. Write and explain his/her own educational platform (i.e., personal administrative philosophy as a school leader) and express a defensible supervisory platform.

The following information presents the relationship between the executive standards, course objectives, assignments and assessment methods.

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LEARNING OUTCOMES, STANDARDS ALIGNMENT, AND ASSESSMENT

Learning Outcomes <i>Students will be able to</i>	Professional Standards Alignment			Assignments	Assessment Methods
	NCSSE	PSEL	DLC		
<ul style="list-style-type: none"> • Describe the evolution and current status of research on effective schools and research on supervision and instructional leadership. • Demonstrate the ability to perform data analysis and use analytical skills to make informed decisions to build teacher capacity and increase efficacy. • Assess matters of equity and diversity and apply cultural competence and responsiveness in individual interactions, decision making and practice. • Demonstrate the ability to effectively convey information and the results of the analysis through written and oral communication. • Create a one-page Infographic utilizing technology to display analytical results to share with stakeholders. • Design a New/Beginning Teacher Induction Program Model utilizing data, research, and technology to empower teachers and build teacher capacity. 	2a, 3a, d, 4a, b, 5d, 6c	1a, 2b, 3c, e, h, 4d, 6b, c, 7a, b, c, e, g, 10d, f, j	1a, 2b, 3b, c, d, 4c	NCDPI Evidence #2 Teacher Empowerment and Leadership Project Demographic Profile Report & Infographic Teacher Observation Analysis & Reflective Paper Module Insights & Responses Text Readings, Online Lessons & Discussions	Teacher Empowerment Project and Rubric/Peer Reviews Demographic Profile Report Rubric/Peer Reviews Teacher Observation Analysis & Reflective Paper Rubric Module Insights & Responses Rubric
<ul style="list-style-type: none"> • Explain the levels of supervision and evaluation as indicated in the North Carolina Teacher Evaluation System. • Describe effective recruitment, hiring, and placement practices for establishing organizational and personal fit of school personnel with regards to the school culture and student needs. • Evaluate instruction and match/use the correct supervisory approach with a teacher and/or group for optimal results. • Apply the research on adult learning, adult and teacher development to the role of supervision and instructional leadership. • Demonstrate effective use of interpersonal skills and supervisory skills to engage people in courageous conversations that explore issues and challenges bad behaviors/relationships that are hindering school performance. 	2a, 3a, d, 4a,b,c, 7a	1a, 2b, 3c, 4d, 6c, 7c, g, 10b, d, f	3d, 4a	NCDPI Evidence #2 Teacher Empowerment Project Demographic Profile Assignment Developmental Supervision/Group Development Lessons, Role Play Activity Teacher Observation Analysis & Reflective Paper Module Insights & Responses Text Readings and Discussions	Teacher Empowerment Project and Rubric/Peer Reviews Demographic Profile Report Rubric/Peer Review Written Responses/ Reflections Scoring Rubric/Peer Reviews Teacher Observation Analysis & Reflective Paper Rubric Module Insights and Responses Rubric
<ul style="list-style-type: none"> • Express individual beliefs on teaching, schooling, and students learning and write and explain his/her own educational platform (i.e., personal administrative philosophy as a school leader) and express a defensible supervisory platform. 	1a, b, 5c	1f, 2f, 3a, 4a, 5b, 7b	1a	Administrative Philosophy Statement	Administrative Philosophy Written Statement Rubric

INSTRUCTIONAL STRATEGIES AND COURSE ADMINISTRATION

Methods of Teaching and Learning: Research findings show that the more actively engaged you are in a class and with the course content, the more you will learn. Notwithstanding the constraints of class size and classroom arrangement, this class will be structured to actively involve you in learning. In this course, I will utilize a variety of methods and materials, designed to ensure that you learn the course content, develop critical leadership skills, and become self-directed, career-long learners. The use of multiple instructional strategies is designed to provide you with opportunities to process the course information effectively (e.g., to connect it with prior learning experiences, to make connections with other facts or ideas, and to give related examples), to learn through social interaction, and to have your individual learning preferences respected and addressed.

Note: Since this course is hybrid, we will engage in a **“Flipped”** Classroom Model where students will explore new materials and content outside of class by reviewing pre-recorded lessons through NearPod and/or completing a reading assignment. The time in class will allow for more student engagement and interaction, inquiry, and collaboration with peers to allow students time to apply and actively engage with course concepts. In class sessions will entail collaborative and active learning strategies including, role plays, case studies, problem-solving, and structured classroom discussions.

Listed below are some of the instructional tools that may be employed:

1. Synchronous and Asynchronous Lectures through technology-based instruction, presentations (teacher and student), online classroom discussions through Discussion Board Postings, Socratic dialogue, debates, demonstrations and modeling, role-playing and case studies.
2. required textbook readings and related assignments, as well as supplementary readings from print and non-print sources;
3. individual and small group activities and assignments (e.g., written reflections, sharing and discussion of current educational literature and issues, cooperative learning, role play); and
4. students will be expected to use technology (e.g., Course Management System Canvas, word processing, telecommunications, multimedia integration, access to UNCP WebEx, Zoom, etc.) to enhance teaching and learning.

Statement about Communication in online course:

This course is hybrid model instruction. A Canvas site has been established for this course. The instructor will post course documents/information (including time-dependent information concerning changes in class schedule/logistics) on the Canvas site. The student is responsible for checking the course site **daily** and your Bravemail account, including prior to in-class meetings.

1. Electronic communication used in this course will include student Bravemail, Canvas Inbox, and “Ask the Instructor” Discussion Board and other open forums, as well as weekly announcements posted in Canvas.
2. All e-mail communication, “Ask the Instructor” discussion board, and other open forums will be responded to within 24 hours.
3. Students are asked to update your notification preferences in Canvas to receive information.

The instructor will retain student work submissions beyond the duration of the term and only the instructor will have access to the work. No evaluative commentary or grade information from the instructor will be included with student work.

Technology Expectations: This course will use the UNCP Canvas learning management system. Students:

- Need access to a computer and internet connection on a daily basis; bring a computer or electronic device to in-class sessions
- Must have the ability to receive and send e-mail with attachments; (Microsoft Office Products-Office 365); and be able to locate and retrieve information on the Internet; use multimedia presentation tools (e.g. Prezi, PowerPoint, Google Apps, Office 365 Apps, Sway, Visme, Flipgrid, etc.).
- Need to check your UNCP student email account and Canvas Account on a daily basis.
- **Include your name AND class in closing on every email you send (preferably use Canvas e-mail account); link your e-mail account to your Canvas e-mail (see course netiquette guidelines).**
- Access to Google Docs and Office 365 and
- Ability to use WebEx and Zoom for online class conference sessions; Please review
- [What Do I Need to Know About Using Webex at UNCP?](https://www.uncp.edu/resources/division-information-technology/what-do-i-need-know-about-using-webex-uncp/) (<https://www.uncp.edu/resources/division-information-technology/what-do-i-need-know-about-using-webex-uncp/>);
- [Using Zoom at UNCP | The University of North Carolina at Pembroke](https://www.uncp.edu/resources/division-information-technology/using-zoom-uncp/) at (<https://www.uncp.edu/resources/division-information-technology/using-zoom-uncp/>)

COURSE ASSIGNMENTS, EVALUATION, ASSESSMENT AND GRADING POLICIES	
Course Requirements/Assignments	Points Possible
Online Module Insights, Responses, and Activities	150
Teacher Observation Analysis and Reflective Paper	100
**Administrative Philosophy Statement	50
**Demographic Profile Report “Applying an Equity Lens to Instructional Leadership”	150
**Evidence 2: Teaching Empowerment and Leadership Project “New/Beginning Teacher Induction Support Program - A School-Based Model”	290
**Technology Components	
• Demographic Profile Infographic/Peer Review	50
• Evidence #2: Webpage of New and Beginning Teacher Model	50
• Evidence #2: Oral Presentation/Peer Review	
	60
Face-to-face/Synchronous Attendance and Participation	100
Total Points Possible	1,000
Example of Points System Final Grade	Total Points Earned 925 =925/1000 Final Grade is =92%=A

****Must be uploaded to Taskstream as part of the NCDPI MSA Portfolio Requirements.
Please see Canvas for Specific Assignment Descriptions and Due Dates**

GRADING SCALE: 90-100=A; 80-89= B; 70-79= C; 0-69= F

GRADING POLICY

GRADING POLICY (MSA Handbook): *The course grade will be determined using the following factors:*

Graduate students are expected to demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

- A grade of “A” designates that the graduate student’s performance has been **superior**, going above and beyond what is normally expected in a graduate class.
- A grade of “B” designates that the graduate student’s performance has been **satisfactory**, and that the student has demonstrated the level of understanding normally expected in a graduate class.
- A grade of “C” designates that the graduate student’s performance has been **poor**, and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class.
- A grade of an “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at the University.

Grade of Incomplete (I)

- A grade of "I" (incomplete) is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade will be at the discretion of the instructor for this course. **It is the student's responsibility to request the "I" grade prior to the end of the grading period and must illustrate that the student has completed most of the work required for the course before the grade of "I" is requested.** An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F."

Course Requirements for Spring Session Hybrid:

1. Preparation and Participation

- a. Because this class is discussion oriented, and not a typical lecture course, your active participation is required. Your participation in the course will be evaluated, not on the quantity of what you say, but on the quality of your contribution to the class interactive lessons, discussions (online), and peer groups. I will provide you feedback during the session as to my evaluation of your participation.
- b. Students will need to log into Canvas regularly throughout Spring Session to review lessons, engage in discussions and complete assignments. Student activity and participation will be monitored in Canvas and is tracked by data analytics within Canvas and interpersonal interactions are monitored by the instructor.
- c. **During Spring Session, students should expect to commit at a minimum 8-10 hours per week to the course meetings (in-class and online), readings, lessons, assignments, and projects.**

2. Assignments

- a. All written assignments should be submitting in specified format in assignment instructions and error-free.
- b. You are expected to carefully proofread and edit all written work submitted for formal evaluation or for review by peers. Written assignments and oral presentations must be ready at the beginning of the class period on the due date. Written assignments and oral presentations will be rated holistically. Evaluation criteria for written assignments and oral presentations will be posted on Canvas.

3. Late Assignment Policy

- a. Since this course is designed as a hybrid model and requires that students interact with the material, the professor and other students on a weekly basis, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the student should contact the instructor immediately by email to make arrangements for the completion of that assignment.
- b. While it is understood that adult learners have competing pulls on their time, I encourage students to contact the professor should an extenuating circumstance occur.
- c. Assignments that are submitted after the due date without **pre-approval** will receive the following grade deductions:
 1. Assignments submitted after the due date will receive a 10% deduction.
 2. Assignments submitted more than one week late receive a 20% deduction.

Note: See graduate course withdrawal process and/or the Incomplete policy if you are unable to complete assignments as assigned.

WRITING MECHANICS AND FORMATING

Written assignments will be graded for completion, quality, and relevance. All written assignments must be word-processed on a computer and error-free. The American Psychological Association (APA) Publication Manual (latest addition) should be used as a general guide. For the references using APA citation visit:

<https://owl.english.purdue.edu/owl/resource/560/17/>

<https://apastyle.apa.org/products/publication-manual-7th-edition>

More specifically, formatting should be as follows:

- 12 pt font; double-spaced, except titles with multiple lines should be single-spaced;
- margins 1" for top, bottom, right, and left;
- pages numbered at top right;
- paragraphs indented 5 spaces; alignment left;
- one space after end-of-sentence punctuation;
- hanging indent for references.

Templates are provided within Canvas to assist students with this process. Provide a cover page on all assignments.

The UNCP Writing Center will be available throughout the Spring Semester. Students can schedule an appointment with a trained writing consultant via the Writing Center website at <https://www.uncp.edu/departments/university-writing-center>. Additionally, the Writing Center is adding a drop-off writing assistance feature. Students can use the email: dropoff@uncp.edu to use this service.

ACADEMIC HONOR CODE

Students are expected to adhere to the UNCP [Academic Honor Code](https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy) (<https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>). A graduate student's name on project/assignment or test in this course will be a statement of academic honor and will be an indication that he/she has not received or given inappropriate assistance in completing a project/assignment or test. Additionally, your name on a project/assignment is an indication that it is basically a new project/assignment and not one that you or others have developed previously.

2.1.b Plagiarism: Plagiarism is defined as the representation of another's words, thoughts, creative works, images or ideas as one's own without proper attribution in connection with submission of academic work, whether graded or otherwise.

- Failing to properly cite a resource used in a paper
- Failing to assign quotations to information used verbatim from another source
- Improperly paraphrasing information from another source
- Copying and pasting information verbatim from another resource without proper citation
- Handing in someone else's work as one's own
- Downloading a paper, free or fee-based, from the Internet and using it as your own

The UNCP community takes the academic Honor Code very seriously. Consequently, violations may lead to severe penalties. Penalties which individual faculty members may impose are limited to the following:

- a formal written warning or reprimand;
- a reduced grade (including F) for the assignment;
- a reduced grade (including F) for the entire course; and
- Supplemental educational assignment(s) in conjunction with the penalties above.

This penalty is also in effect for any field experience verification forms that are found to be falsified. Unfortunately, plagiarism is a reality that has been experienced in classes. Therefore, software (**Turnitin**) has been purchased that will detect plagiarism.

UNCP POLICIES

Americans with Disabilities Act (ADA) Syllabus Access Statement - Americans with Disabilities Act (ADA) Statement Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, and psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot

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be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>.

University Sanctioned Events - Absences for University-Sanctioned Events. If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor. It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Religious Holiday Policy Statement - Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

The Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information on the academic honor code can be found at <https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>

Student Support Services - Provides free tutoring for undergraduate students enrolled in general education courses and select upper level math and biology courses during the academic year. Other supportive services include counseling, academic advising, career development, study skills

assistance, cultural enrichment activities, financial literacy, and assistance with completing financial aid paperwork. <https://www.uncp.edu/academics/academic-resources/center-student-success>

Diversity Statement - As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program:

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculty members from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Additionally, a Student Resources link is available: <https://www.uncp.edu/resources/academic-affairs/faculty-information-syllabi/student-resources>.

Alternative Format Statement - This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center, D.F. Lowry Building, Room 107, or call 910.521.6695.

COVID-19 Face Coverings in Class – As stated in the UNC Pembroke Code of Conduct, all students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear an appropriate face mask/covering that covers their nose and mouth while in this classroom.

Students who feel they cannot wear a face covering due to a documented health condition, should consult the Accessibility Resource Center regarding alternative options, **prior to the beginning of class**. Requests/needs will be considered on a case-by-case basis. Documentation from ARC must be provided to the instructor by or before any alternative method is allowed in class. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC \(https://www.uncp.edu/departments/accessibility-resource-center/arc-contact-us\)](https://www.uncp.edu/departments/accessibility-resource-center/arc-contact-us).

Students who are not properly wearing a face covering will be asked to leave the classroom; they may return when they follow this basic public health recommendation. The instructor is not responsible for providing any make up instruction or activities beyond what is already being offered to the class. Refusal to leave will result in a student conduct violation. For the safety of

the community, the instructor also has the right to end that in-person class session if a student who is not properly masked will not leave the room.

A number of disposable masks are available across campus. It is the student's responsibility to procure a mask.

Update for Spring Semester 2021

The following students will be required to upload proof of a negative COVID-19 PCR test three to five (3-5) days prior to their arrival on campus/first day of class:

- All residential students in on-campus housing and off-campus students who live within a one-mile radius of campus
- All on-campus and off-campus students who are enrolled in face-to-face or hybrid classes
- All students employed on campus and those required for laboratory work on campus
- Students who have any other reason to come to campus to conduct regular business at the start of the semester

If you need help locating a COVID-19 testing site, the NC Department of Health and Human Services has a [Find My Test Site](https://covid19.ncdhhs.gov/about-covid-19/testing/find-my-testing-place) tool to assist. (<https://covid19.ncdhhs.gov/about-covid-19/testing/find-my-testing-place>).

Please see <https://www.uncp.edu/about/update-coronavirus-covid-19>

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TENTATIVE SCHEDULE & ASSIGNMENT DESCRIPTIONS

EDNL 5800 – Supervision and Instructional Leadership

Meeting Dates: Hybrid-Tuesday at 5:30-8:30 in SOE Room 222

During the Spring Hybrid Session, students should expect to commit 8-10 hours per week to the course meetings, readings, lessons, assignments, and projects.

Required Text:

- Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M. (2018). SuperVision and Instructional Leadership (10th ed.). Boston: Allyn and Bacon.
- **Taskstream:** To access Taskstream, please visit www.taskstream.com and use the code
Access Code: **TradMSAFa18**

Supplemental Text (Recommended/Optional):

- Grenny, Patterson, McMillan, & Switzler (2013). Crucial conversations: Tools for talking when stakes are high (2nd Ed.) ISBN-13: 978-0071771320
- Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. ISBN-13: 978-1483308012
- Baeder, J. (2017). Now we're talking! 21 days to high-performance instructional leadership (Making time for classroom observation and teacher evaluation): ISBN-13: 978-1936764204

Syllabus Key: **Online Modules/Meetings**, **Face-to-Face/In-Class Meetings**, **Projects**, **Assignments**, **Readings/Online Lessons**

Spring 2021 Tentative Schedule of Topics and Assignments

Spring 2021 Tentative Schedule of Topics and Assignments			
	Class Meeting Dates/Hybrid Week	Online-In-class Discussions/Activities	Readings/Online Lessons/ Assignments Due
1	February 1-7	<p style="text-align: center;">Online Module Introduction</p> <ul style="list-style-type: none"> ✓ “Getting Off to a Great Start! ✓ Review course syllabus and course expectations <p>Assignments:</p> <ul style="list-style-type: none"> ✓ “Getting to Know You Discussion Post” ✓ Syllabus Quiz ✓ Review of online lessons “The history of supervision, roles, and responsibilities of supervisors, issues, trends, and controversies” 	<ul style="list-style-type: none"> • All reviews of presentations, readings should be completed prior to class (Online Nearpod lessons are due by Sunday of the assigned week). • Guided Notes and Resources are provided with each Chapter and Supplemental Texts. • All assignments due should adhere to posted due dates and uploaded in Canvas <ul style="list-style-type: none"> • Course Syllabus Review Presentation and Quiz • “Getting to Know You” Assignment • Instructor Information Survey <ul style="list-style-type: none"> • Review Online Lesson(s)/Presentation(s) and Read Glickman Text Chapters 1-2

2	February 8-14	<p>In-Class Meeting #1 (SOE Room 222) Knowledge of Supervision and Instructional Leadership</p> <p><i>Review of Major Assignments</i></p> <ul style="list-style-type: none"> • Evidence #2 – Teacher Empowerment & Leadership Project: New/Beginning Teacher Induction Support Program Model <ul style="list-style-type: none"> ○ Data Collection, Analysis, and Project Development • Demographic Profile Report and Infographic <ul style="list-style-type: none"> ○ Data Collection and Analysis 	<ul style="list-style-type: none"> • Review Online Lesson(s)/Presentation(s) and Read Glickman Text Chapters 3 & 18 • Research and Writing Quiz
3	February 15-21	<p>Online Module Knowledge of Supervision and Instructional Leadership</p> <p>✓ Philosophical Q-Sort</p>	<ul style="list-style-type: none"> • Review Online Lesson(s)/Presentation(s) and Read Chapters 4-5 • Complete Philosophical Q-Sort – Appendix A on pgs. 459-463 (Submit to Canvas)
4	February 22-28	<p>In-Class Meeting #2 (SOE Room 222) Knowledge and Cultural Tasks of Supervision and Instructional Leadership</p> <p><i>Review/Discussion of Supervisory Beliefs and Behaviors and Culturally Responsive Leadership</i></p> <ul style="list-style-type: none"> ✓ In-class activities ✓ Examining Your Supervisory Beliefs; Philosophical Q-Sort <p><i>Review of Assignments</i></p> <ul style="list-style-type: none"> • Group (Field Experience): Leading with an Equity Lens • Administrative Philosophy Statement 	<ul style="list-style-type: none"> • Read Glickman Text Chapter 22 • Leading with an Equity Lens Group Activity due by Sunday
5	March 1-7	<p>Online Module Interpersonal Skills of Supervision</p> <ul style="list-style-type: none"> • Chapter 6 Supervisory Behavior Continuum: Know Thyself • Chapter 7 “Directive Control Behaviors” • Chapter 8 “Directive Informational Behaviors” • Chapter 9 “Collaborative Behaviors” • Chapter 10 “Nondirective Behaviors” 	<ul style="list-style-type: none"> • Review Online Lesson(s)/Presentation(s) and Read Chapters 6-10 • Review Hammond Supplemental Text Part I – Building Awareness and Knowledge

6	March 8-14	<p>In-Class Meeting #3 (SOE Room 222) Interpersonal and Technical Skills of Supervision</p> <p><i>Review of Developmental Supervision and Observing Skills</i></p> <p>✓ <i>In-class Activities and Group Work (Role-Play Assignment)</i></p> <p><i>Review of Assignment (Field Experience)</i></p> <ul style="list-style-type: none"> • “Community Assets” • <i>Teacher Observation Analysis & Reflective Paper</i> 	<ul style="list-style-type: none"> • <i>Read Glickman Text Chapters 11-12</i>
7	March 15-21	<p>Online Module Technical Tasks of Supervision and Instructional Leadership</p> <p><i>Culturally Responsive Teaching and Leadership; Building Meaningful Partnerships</i> <i>Glickman Text</i></p> <ul style="list-style-type: none"> • <i>Chapter 19 “Curriculum Development”</i> <p><i>Hammond Text</i></p> <ul style="list-style-type: none"> • <i>Part II – Building Learning Partnership</i> 	<ul style="list-style-type: none"> • <i>Review Online Lesson(s)/Presentation(s) and Read Glickman Text Chapter 19</i> • <i>Read Hammond Supplemental Text Part II – Building Learning Partnerships</i>
8	March 22-28	<p>In-Class Meeting #4 (SOE Room 222) Technical Tasks of Supervision and Instructional Leadership</p> <p><i>Review/Discussion of Evaluation of Teaching and Providing Direct Assistance to Teachers</i></p> <ul style="list-style-type: none"> • <i>Bring a hard copy (or access to an electronic copy) of a current Walkthrough/Observation tool used at your school/district</i> <p>✓ <i>In-class activities and group work</i></p>	<ul style="list-style-type: none"> • <i>Read Glickman Text Chapters 15-16</i> • <i>Demographic Profile Report Submitted to Turnitin for review in Canvas</i> • <i>Demographic Profile Report and Infographic (Submit Infographic to Open Discussion Forum for Peer Review & Discussion)</i>
9	March 29 to April 4	<p>Online Module Technical Tasks of Supervision; Building Intellectual Capacity</p> <p><i>Glickman Text</i></p> <ul style="list-style-type: none"> • <i>Chapter 20 “Action Research: The School as the Center of Inquiry”</i> <p><i>Hammond Text</i></p> <ul style="list-style-type: none"> • <i>Building Intellectual Capacity</i> 	<ul style="list-style-type: none"> • <i>Demographic Profile Infographic Peer Review/Discussion</i> • <i>Review Online Lesson(s)/Presentation(s) and Read Chapter 20</i> • <i>Review Hammond Text Part III – Building Intellectual Capacity</i>
10	April 5-11	<p>Online Module Technical Tasks of Supervision</p> <p><i>Work on Project Draft and other assignments.</i> <i>Glickman Text</i></p> <ul style="list-style-type: none"> • <i>Chapter 17 “Group Development”</i> 	<ul style="list-style-type: none"> • <i>Read Glickman Text Chapter 17</i> • <i>Review Grenny Text “Crucial Conversations”</i> • <i>Submit a Draft of Evidence #2 for Instructor Review</i>

11	April 12-18	<p>In-Class Meeting #5 (SOE Room 222) Interpersonal Skills and Technical Tasks of Supervision and Instructional Leadership <i>Group Development and Crucial Conversations</i> ✓ <i>In-Class Activities and Group Work/Role Play</i></p>	
12	April 19-25	<p>Online Module <i>Work on Teacher Empowerment & Leadership Project</i> ✓ <i>Utilize Open Discussion Forum</i></p>	<ul style="list-style-type: none"> • <i>Teacher Observation Analysis and Reflection Paper</i>
13	April 26 to May 2	<p>In-Class Meeting #6 (SOE Room 222) Interpersonal Skills and Cultural Tasks of Supervision: <i>Facilitating Change</i> ✓ <i>Educational Leadership Activity</i> ✓ <i>Bring Community Assets Assignment to class for in-class group activity</i></p>	<ul style="list-style-type: none"> • <i>Read Chapter 21 and 23</i>
14	May 3-9	<p>Online Module <i>Finalize Teacher Empowerment & Leadership Project and Prepare for Oral Presentation</i> ✓ <i>Utilize Open Discussion Forum</i></p>	
15	May 10-16	<p>In-Class Meeting #7 (SOE Room 222) ✓ <i>Teacher Empowerment Project Student Oral Presentations</i></p>	<ul style="list-style-type: none"> • <i>Submit Oral Presentations to Canvas Due by Tuesday</i> • <i>Submit Completed Evidence #2 to Canvas Due by Sunday</i>
16 Final Week	May 17-21	<p>Online Module Bringing It All Together</p>	<ul style="list-style-type: none"> • <i>Submit "Bringing It All Together" Assignment in Canvas Due by Wednesday</i> • <i>Submit Administrative Philosophy Statement Due by Thursday</i>

Please Note: *The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate.*

COURSE ASSIGNMENT DESCRIPTIONS

1. SUPERVISION AND INSTRUCTIONAL LEADERSHIP ONLINE MODULE INSIGHTS, RESPONSES, AND ACTIVITIES (150)

Since this course is hybrid, we will engage in a “Flipped” Classroom Model where students will explore new content materials and content outside of class by reviewing pre-recorded lessons through NearPod and/or completing a reading assignment prior to an in-class/face-to-face meeting. The time in class will allow for more student engagement, inquiry, and collaboration with peers to allow students time to apply and actively engage with course concepts. In class sessions will entail collaborative and active learning strategies including, role plays, case studies, problem-solving, and/or structured classroom discussion.

Students are expected to participate in the online module lessons, online discussions, individual and/or group activities that are assigned outside of class. Because of the importance of online interaction in meeting the objectives of this hybrid course, students will be evaluated on the frequency and quality of their participation and completion of the module lessons and activities including contributing relevant information, using evidence (research-based), asking clarifying questions, making analogies, participating in field experience, group activities such as role-play and case studies, as well as and encouraging other group members to participate by asking an additional question. This evaluation will be based on the level of preparation for discussion, student analysis and integration of the assigned materials into assignments *(Rubrics will be assigned to each Online Module Insight, Responses, and Activities)*.

2. ATTENDANCE/CLASS PARTICIPATION (100 POINTS TOTAL)

Attendance (50 Points): Since this is a Hybrid course during the Spring Session with much of the course content application and activities occurring in-class, it is imperative that you attend all class meetings so that you do not fall behind in the coursework. To reward those whose efforts to attend class show a commitment to the learning process, credit will be awarded based on attendance. Students can earn up to 50 points based on attendance (0 absence will receive 50 points; 1 absence will receive 40 points; 2 absences will receive 30 points; 3 or more absences will result in 0 points).

NOTE: *If in-class sessions need to be canceled or modified due to COVID related incidences, Online Synchronous meetings will be held and required by students to attend via WebEx or Zoom Online Class meetings.*

Participation (50 Points): This class is discussion oriented and will include hands-on activities in class and online, therefore your active participation is required. Your participation in the course will be evaluated, not on the quantity of what you say, but on the quality of your contribution to class discussion (in class and online) as well as in-class activities assigned/completed such as role-playing, individual and group work. I will provide you with feedback during the semester as to my evaluation of your participation. *Tardiness, leaving early and/or absences from class meetings may impact participation grade.*

3. TEACHER OBSERVATION ANALYSIS AND REFLECTIVE PAPER (100 POINTS)

As an administrator, most of your time will include classroom visitations and observation of instruction to help drive decisions. For this assignment, students will need to gain permission from the school principal to conduct an observation of a teacher in various settings to include

individual meetings, classroom teaching, and group interactions. The purpose of this assignment is to provide aspiring administrators with the knowledge and skills on how to become effective supervisors and instructional leaders by collecting data through observations and to provide teachers with actionable feedback to foster teacher development utilizing the Four Supervisory Approaches. **(Field Experience Required)**

4. **DEMOGRAPHIC PROFILE “APPLYING AN EQUITY LENS TO INSTRUCTIONAL LEADERSHIP” AND INFOGRAPHIC - (200 POINTS)**

Assignment Overview and Purpose

The growing landscape of our schools have become increasingly diverse and there is an ever-increasing need to provide equitable access and opportunities to schools to ensure students receive a sound basic education. Understanding equity is critical to the role of supervision and instructional leadership. According to Gorski (2017), “Equity literacy is a framework for cultivating the knowledge and skills that enable us to be a threat to the existence of inequity in our spheres of influence” (p. 1). In this assignment, candidates will conduct a demographic study to examine populations based on a set of indicators such as education, community, and economic conditions. Examining the demographic data will allow candidates an opportunity to dig deeper to critically examine these conditions and understand the implications of the data and its impact of inequities across demographics.

An analysis of data has the goal of discovering useful information that should support the decision-making process for executive leaders. A rigorous examination of data can provide an executive leader with valuable information that can drive instructional practices to include professional development, program improvement (NCSSE Standards I, II, & III, VII), inform recruitment, retention, and hiring practices to include placement of school personnel (Standard IV) and, make a way to provide additional resources and increase engagement within the community (Standards V & VI). Candidates will reflect upon their own practice and future practice as a school executive to address areas of need to provide a positive and supportive school learning environment that is equitable, culturally inclusive, and relevant for all students. Additionally, by understanding the needs of the school, candidates will understand effective principles to provide the necessary support needed to build teacher capacity to improve teacher efficacy.

Assignment Instructions

For this assignment, select the school where you are currently working or assigned. If you are working out of the central office, select any school near you or a program in which you work with specifically. *The candidate* will create a demographic profile report of the assigned school, the school district, and the community in which the school is located.

Your report will include a narrative description and analysis of data of the school, the school district, and the community. Your report will contain tables and graphs using APA style that you have created to display the statistical information. Websites and resources that will help you locate statistical information for the profile report are provided in Canvas. Your report should include an extensive collection of data, and a written analysis of the data that illustrates

critical thinking and evaluation by thoroughly discussing what conclusions are drawn from the data supported with evidence (i.e. research-based literature, course principles, etc.).

Writing Requirements:

- a narrative that provides a description of the information being presented;
- collection of data sets and written analysis of the data that provides meaning and suggest conclusions (what does the data tell you?) and is supported by evidence (facts/research);
- writing should be objective and supported with evidence (facts/research) and include course principles learned (i.e. course text and supplemental readings);
- implications for Administrative Practice;
- personal reflection; and
- follows APA Style format throughout.

Technology Component: Students will create a one to two-page (front/back) Infographic (quick facts about the school/program) from the data collected to include important aspects that could be shared with stakeholders regarding the school in a visually appealing format (Vision and Mission and at least four facts **must** be included on the infographic). Sample Infographics are available in Canvas for reference. ***(See Due Dates in Canvas; After grading, report and infographic must be uploaded to Taskstream).***

5. PROFESSIONAL ADMINISTRATIVE PHILOSOPHY (50 POINTS)

At the end of the course, candidates should be able to put into words a professional administrative philosophy statement. Candidate writing should be clear, concise, coherent, and present a well-developed written statement of what you seek to accomplish as an executive leader. Candidates are to articulate his/her personal administrative philosophy that fits into his/her personal philosophy of education aligned to an educational philosophy (i.e. essentialism, existentialism, or experimentalism). **(2 Pages Double-spaced) excluding the title page and references.** ***(See Due Dates in Canvas; After grading, must be uploaded to Taskstream).***

6. NCDPI EVIDENCE #2 – “TEACHER EMPOWERMENT AND LEADERSHIP: A NEW AND BEGINNING TEACHER INDUCTION SUPPORT PROGRAM: A SCHOOL-BASED MODEL” MSA TASKSTREAM ONLINE PORTFOLIO REQUIREMENT (400 POINTS)

As an instructional leader, you are responsible for how instruction is carried out in a school/program. It is vital to invest in your teachers to help them grow as leaders and build teacher capacity within a school through instructional support and effective supervision. When teachers are empowered, they are given encouragement and the necessary support to be successful which also includes continuous professional development and collaboration with their colleagues. Therefore, understanding how to analyze data, assess the needs of teachers, and develop a plan that provides continuous support to new and beginning teachers is vital to improve teacher efficacy and increase teacher retention.

The goal of this culminating project is to provide candidates with an authentic learning experience to design a New and Beginning Teacher Induction Support Program that could be used in the future when you become an executive leader that empowers teachers and leads to improved instruction and enhanced student learning. By accessing the needs of teachers

within a school setting through quantitative and qualitative data and reviewing the literature for best practices, candidates will develop a plan that aims to improve the effectiveness of instructional practices in the school and advances the school improvement efforts with regards to teacher recruitment and retention, building teacher capacity, and teacher empowerment that will lead to improved student achievement. The Induction Support Program should provide opportunities for teachers to assume leadership and decision-making roles in the school, including the listing of strategies for building a sense of self-efficacy among teachers and the identification of emerging teacher leaders to help support new and beginning teachers.

Project Overview: The MSA Candidate will collect data from a variety of sources prior to beginning the planning process. The candidate will analyze the needs of new and beginning teachers to determine what is necessary when developing a new and beginning teacher induction support program for the school level you would use as an executive leader. Candidates are asked to collect and analyze data from the Teacher Working Conditions Survey 2020 “New Teacher Support, Professional Development, and Instructional Practices and Support” as well as interview new and beginning teachers (1 Lateral Entry, 1 Traditional Education Major, and a new teacher to the school) using the questionnaire provided. Candidates will also create a Website (shell) that could be used as the beginning stages of the New and Beginning Teacher Induction Support Program Model resource.

This project will allow candidates to enhance their skills and knowledge in the school executive’s role for developing a school-based teacher induction support program model to address the professional needs of new and beginning teachers while identifying teacher leaders within the school. To develop and implement this plan, candidates will conduct a comprehensive analysis of data to include a thorough review of the Teacher Working Conditions Survey, NC School Report Card (Teacher Retention and Turnover Rates), and other data sources. The candidate will evaluate resources and research-based practices necessary to plan and develop a New and Beginning Induction Support Program that will have an impact on teacher development and student learning.

The candidates will solicit support from teacher leaders, the School Executive and curriculum facilitators in the school. Additionally, evidence should include the candidate’s collaboration of the development of the program with the School Executive, curriculum facilitator and teacher leaders. Candidates will evaluate leadership needs and pair them with teacher skills. The intent is to enhance leadership among non-executive skill personnel and thereby creating a culture of collaboration to empower teachers and increase teacher collective efficacy. ***(Field Experience Required)***

Technology Component: New and Beginning Teacher Induction Support Program Webpage and Oral Presentation

See Evidence #2 Handbook in Canvas for complete assignment instructions and rubrics. Due Dates in Canvas for specific assignment components; After final grading, the project including All Project Components (Written Project, Webpage, and Oral Presentation) must be uploaded to Taskstream.

NCDPI Evidence #2: Teacher Empowerment and Leadership Project Checklist

Handbook	Project Steps	Rubric Points
Part I	<input type="checkbox"/> Step 1: Introduction	15
Part II	<input type="checkbox"/> Step 2: Data Collection - Collect Data from the Teacher Working Conditions Survey, The School Report Card on Teacher Turnover/Years of Experience, State of the Teaching Profession Report and interview New/Beginning Teachers	50
	<input type="checkbox"/> Step 3: Data Analysis - Analyze the data and write an analysis using critical thinking	
Part III	<input type="checkbox"/> Step 4: Design a Research Question and Review the Literature	50
	<input type="checkbox"/> Step 5: Write the Literature Review using subheadings of significant topics (i.e. professional development, mentorship, observations, socialization, etc.)	
Part IV	<input type="checkbox"/> Step 6: Write a SMART Goal	100
	<input type="checkbox"/> Step 7: Outline Expected Outcomes aligned to data/research	
	<input type="checkbox"/> Step 8: Outline the New and Beginning Teacher Induction Program Support Model (calendar of events to include: professional development, mentorship, observations, evaluation of effectiveness of program, etc.)	
	<input type="checkbox"/> Step 9: Submit a draft for Instructor review	15
Part V	<input type="checkbox"/> Step 10: Create a Webpage aligned to New and Beginning Teacher Induction Program and provide a detailed description	50
Part VI	<input type="checkbox"/> Step 11: Create a presentation and prepare to present for Instructor and Peer Review/Feedback	60
Part VII	<input type="checkbox"/> Step 12: Write Personal Reflection and complete Competency Development Page	50
	<input type="checkbox"/> Step 13: Write Implications for Administrative Practice	
	<input type="checkbox"/> Step 14: Complete DPI Descriptor Page	10
	<input type="checkbox"/> Step 15: Complete Cover Page and Abstract	
	<input type="checkbox"/> Step 16: Complete Self-Assessment Rubric	
	<input type="checkbox"/> Step 17: Submit to Turnitin for Review	Included in Writing Score
	<input type="checkbox"/> Step 18: Complete final revisions for course	Total Project Points: 400
	<input type="checkbox"/> Step 19: Submit Complete Project to Canvas for Final Course Grading	
	<input type="checkbox"/> Step 20: Complete instructor suggestion revisions	Receive Proficient or Better in Taskstream for MSA Licensure
	<input type="checkbox"/> Step 21: Submit to Taskstream for Final Grading after receiving Instructor Final Feedback	