

**University of Nevada, Las Vegas
Urban Leadership Development Program**

**ULD 737*
Leading for Teaching and Learning
3 Credit Hours**

CONTACTING THE INSTRUCTOR

INSTRUCTOR NAME:

E-MAIL:

PHONE:

OFFICE LOCATION/HOURS:

I. CATALOG DESCRIPTION

This course focuses on the practice of teacher supervision with emphases on instructional leadership and professional development. The course addresses coaching, adult learning, and distributive leadership to support the culture of learning and equity in the organization.

II. COURSE STANDARDS

This course addresses the following Nevada Administrator Standards:

Instructional Leadership Domain:

Standard 1: Creating and Sustaining a Focus on Learning

- *Holding teachers and pupils accountable for learning by regularly monitoring a range of performance data(IL 1.2)*
- *Providing adequate opportunities for teachers to reflect on their practice and take actions to improve pupil learning and support professional growth(IL 1.3)*

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- *Setting clear expectations for the performance of teachers and pupils and creating a system for the consistent monitoring and follow-up of growth and development (IL 2.1)*
- *Supporting the development of teachers through quality observation, feedback, coaching and professional learning structures (IL 2.2)*

Standard 3: Creating and Sustaining Productive Relationships

- *Creating and maintaining a welcoming, respectful and caring environment that promotes the well-being of pupils, staff and school community (IL 3.1)*

Professional Responsibilities Domain:

Standard 1: *Manages Human Capital (Effectively Manages the Teachers Employed)*

- *Collecting high-quality observation data and other evidence of the practice of teachers in a fair and equitable manner and using the results for performance evaluation of teachers to improve their performance (PR1.1)*
- *Using available data, including the performance evaluations of teachers, to identify, recognize, support and retain teachers (PR1.2)*
- *Supporting the development of leadership skills in teachers and providing opportunities for teachers to assume leadership roles (PR 1.3)*
- *Complying with the requirements of the statewide performance evaluation system (PR 1.4)*

Standard 2: *Self-Reflection and Professional Growth*

- *Pursuing relevant professional learning opportunities to improve his or her leadership across the school community (PR 2.3)*

Standard 3: *Professional Obligations*

- *Modeling and advocating for fair, equitable and appropriate treatment of all school employees, pupils and the parents and families of pupils (PR 3.1)*
- *Modeling integrity and honesty in interactions with colleagues and staff, pupils and parents and families of pupils and the school community and respecting the confidentiality and dignity of such interactions (PR 3.2)*

III. COURSE OUTCOMES

By the end of the course it is expected that participants will:

1. Understand the differences between supervision and evaluation.
2. Compare and contrast various models of supervision and evaluation.
3. Define effective teaching and understand the purposes of supervision and evaluation as they relate to teaching.
4. Understand the relationships among supervision, professional development, evaluation, and student learning.
5. Understand the concept of clinical supervision and the cycle of formative and summative evaluation.
6. Practice various techniques of data gathering.
7. Apply effective communication techniques in conferencing and supervision.
8. Evaluate personal growth and learning in the area of supervision and evaluation.

IV. TEXTS AND SUPPLEMENTAL MATERIALS

REQUIRED TEXT(S)

Zepeda, S.J. (2012). Instructional supervision: Applying tools and concepts. Larchmont, NY: Eye on Education.

CLASS SCHEDULE

The following outlines an approximate schedule of major topics, assignments, and text references to be followed during the semester.

Outline of Major Topics, Assignments, and Text References			
Date	Topics	Assignments Due	Class Readings
January 20	<ul style="list-style-type: none"> • Overview and Introduction • Philosophical Foundations • Differences between Supervision and Evaluation • Relationship Among Supervision/Professional Development/Evaluation • Developmental and Differentiated Supervision • Career Stages 		Zepeda Ch. 1, 2 Eller & Eller (2014): The Main Point of Teacher Evaluation
January 27	<i>Field Experience Meeting (4:30 – 6:00)</i> <ul style="list-style-type: none"> • Motivation/Trust • Clinical Supervision • Types of Leadership <ul style="list-style-type: none"> ○ Situational Leadership ○ Instructional Leadership ○ Distributive Leadership 	✓ Reflection 1	Zepeda Ch. 8 Zepeda Ch. 3
February 3	<i>Field Experience Meeting (4:30 – 6:00)</i> <ul style="list-style-type: none"> • Supervisor Behaviors • Effective Conferencing and Communication Skills • Coaching and Conferencing Skills 	✓ Reflection 2	Glickman, Gordon, Ross-Gordon (2013) Ch. 7
February 10	<ul style="list-style-type: none"> ✓ Pre-Observation Conferencing ✓ Data Collection Techniques 	✓ Be prepared to participate in pre-observation conference (video/audio recorder and lesson plan)	Zepeda Ch. 4, 5 Readings as assigned

February 17	<ul style="list-style-type: none"> ✓ Data Collection Techniques ✓ Guided Discussion: Action Research ✓ Post-Observation Conferencing 	✓ Pre-Observation Write-up	Zepeda Ch. 6 Readings as assigned
February 24	<p><i>Field Experience Meeting (4:30 – 6:00)</i></p> <ul style="list-style-type: none"> • Clinical Supervision Cycle • Adult Learning • Professional Development • Guided Discussion: Peer Coaching 	✓ Data Collection #1	Zepeda Ch. 7, 9 Readings as assigned
March 2	<ul style="list-style-type: none"> ✓ Professional Learning Communities ✓ Guided Discussion: Instructional Rounds ✓ Teachers as Reflective Learners ✓ Guided Discussion: Portfolios 	✓ Data Collections #2	Zepeda Ch. 11 Readings as assigned
March 9	<ul style="list-style-type: none"> ✓ Beginning Teachers ✓ Guided Discussion: Induction and Mentoring ✓ The Marginal Teacher 	✓ Reflection 3	Zepeda Ch. 12, 13 Readings as assigned
April 13 (Non-class day)		<ul style="list-style-type: none"> ✓ Clinical Supervision Cycle (Field-based activity) due [Upload to WebCampus] ✓ Final Reflection – Platform Development (Email to instructor) 	

V. COURSE REQUIREMENTS

Performance Assessments

Students' skills in clinical supervision will be assessed through three performance demonstrations, as follows:

- Pre-Observation Conference: Students will participate in an in-class simulation in which they role play a supervisor conducting a pre-observation conference with a teacher. Students will video record their role play and write an analysis and reflection based on expected conferencing skills and pre-observation components. (15% of grade)
- Two (2) Data Collections (Field-based activity): Students will observe two teachers' classroom and instruction, collect data on their observations, and analyze the data in terms of specific teacher behaviors and instructional strategies. (20% of grade)
- Clinical Supervision Cycle (Field-based activity): Students will conduct a full clinical supervision cycle with one teacher, including a pre-observation conference, classroom observation, and feedback conference. Conferencing will be video recorded and students will write an analysis and reflection based on expected conferencing skills and components of pre- and post-observation conferences. (35% of grade)

Other Assignments

- Class Participation: Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in discussions. (10% of grade)
- Reflections: Each student is expected to make periodic entries (as assigned) as a reflective process about their own learning in the course and complete a take-home final reflection paper. (10% of grade)
- Student Guided Discussion: In small groups, students will plan and lead a discussion on a specific topic related to instructional supervision (including, but not limited to Peer Coaching, Mentoring/Induction, Portfolios, Action Research, Value-Added Models). (10% of grade)

VI. GRADING POLICY

Possible 300 points:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

University Expectations

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up

before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.