

EDLD 6730: Instructional Leadership and Supervision Learning Outcomes

This course is a study of the principles and practices for the effective supervision of personnel. It focused on the practices of developmental supervision, mentoring, professional development and renewal, and effective instruction. Students are required to demonstrate understanding of effective instruction and how to develop a learning organization that supports instructional improvement, models of effective staff development and school renewal, and mentoring and clinical supervision that enhance growth and development. Special attention is given to differing perspectives on the supervision function within organizational contexts. Specific learning outcomes include:

- 1) Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff (NELP Building-Level Standard Component 3.3).
- 2) Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems (NELP Building-Level Standard Component 4.2).
- 3) Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP Building-Level Standard Component 7.3).
- 4) Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success (NELP Building-Level Standard Component 7.4).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instruction and behavioral support practices among teachers and staff.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Culturally responsive instructional and behavior support practices
- Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff
- Research on implications for students of equitable, culturally responsive, and inclusive practices
- Broader social and political concern with equity and inequality in schools

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate root causes of inequity and bias
 - Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff
 - Support the use of differentiated, content-based instructional materials and strategies
 - Advocate for equitable practice among teachers and staff
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NELP Standard Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Evidence-based instructional practices for different student populations
- Curricula, educational technologies, and other educational resources that support digital literacy among students and adults
- Educational service providers
- Approaches to coordinating resources and services in support of the school's academic and non-academic services

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources, and services that support student learning

NELP Standard Component 7.3 Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on teacher professional learning
- Practices for supporting and developing school staff
- Practices for cultivating and distributing leadership among staff
- Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
- How to use digital technology in ethical and appropriate ways to foster professional learning for self and others

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate professional staff capacity needs and management practices
 - Identify leadership capabilities of staff
 - Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success
 - Engage staff in leadership roles
 - Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others
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