



School of Education
Ed.D. in School Improvement

EDSI 6323: INSTRUCTIONAL SUPERVISION FOR SCHOOL IMPROVEMENT

Instructor: Dr. Yanira Oliveras
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Term Summer 2026

Last Day to Withdraw from this course: July 9, 2026

Course Description

This course enables students to engage in an in-depth examination of the literature related to professional learning and coaching. From that exploration of the professional learning and coaching, students will develop models and metrics to assist their educational organization advance the effectiveness of coaching taking place and clearly communicate results from coaching to the educational organization leaders, the individuals being coached, as well as stakeholders in the educational organization.

Student Learning Outcomes

Students who successfully complete this course will be able to:

- Apply theories of adult learning and instructional supervision to support leadership development and continuous school improvement.
- Analyze instructional supervision models and their influence on organizational outcomes and instructional effectiveness.
- Compare and evaluate supervision approaches to determine their appropriateness for improving teaching and student achievement.

Required Textbooks

Glanz, J., & Zepeda, S. J. (Eds.). (2016). *Supervision: New perspectives for theory and practice*. Rowman & Littlefield.

Recommended Textbooks

Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies & techniques* (4th ed.). Corwin.

Zepeda, S. J. (2017). *Instructional supervision: Applying Tools and Concepts* (4th ed.). Routledge.

Required Articles

Supplemental articles/readings will be required and will be provided by the instructor.

About Course Readings

This course prioritizes depth of engagement over volume of reading. Rather than requiring students to read all available materials, readings are intentionally curated to focus on foundational and high-impact scholarship. Additional readings are provided as optional or choice resources to support individual interests and dissertation alignment. Students are expected to engage deeply with selected readings and apply concepts to their professional and research contexts.

COURSE CONTENT

Module 1	Foundations of Instructional Supervision
Module 2	Historical & Theoretical Perspectives on Supervision
Module 3	The Supervision Cycle: Approaches & Leadership Skills
Module 4	Supervision vs. Evaluation: Tensions & Implications for Practice
Module 5	Equity-Focused Supervision & Critical Issues
Module 6	Synthesis & Application: Supervision for School Improvement

Dr. Oliveras reserves the right to update the order and/or the content of the course modules as needed to ensure students master the content outline in the course description and the course objectives. Detailed information about each module, including dates, expectations, and assignment guidelines, will be posted on Canvas.

COURSE EVALUATION

GRADING CRITERIA

In the spirit of instructional supervision, which focuses on enhancing our professional capacity, this course uses an **ungrading approach**. No letter grades will be assigned to individual assignments. Instead, you will receive ongoing feedback on both draft and final versions of your work as you refine it in preparation for your final project. At times, you may be asked to write or record a response to feedback provided by me or your peers. While ungrading requires more effort than a traditional grading system, it is intended to give you greater ownership of your learning and your experience in this course.

There is no separate attendance or participation grade. “Showing up” prepared and ready to engage in the work of the course is assumed as part of your responsibility as a doctoral student. You are expected to engage deeply with course materials in order to be successful in your analytical assignments and overall learning. It is my role to support your learning, and your role is to engage fully, making meaningful connections between course concepts and your professional and scholarly work.

At the end of the course, you will make your case for the grade you earned based on your learning and the depth of that learning as demonstrated through your analytical assignments, concept map development, and your ability to apply course concepts to your professional and research context. Ultimately, you will get out of this course as much as you invest in your learning.

As the instructor, I reserve the right to agree or disagree with the grade you propose. If I disagree, I will provide detailed evidence to support my decision and, if needed, schedule a Zoom meeting to discuss your learning and final grade.

EARNING AN A

- Demonstrate your commitment to learning by engaging deeply with required readings and thoughtfully incorporating relevant literature into your assignments.
- Demonstrate your learning through the completion of **analytical assignments, concept map development, and the application of course concepts to your professional and research context.**

- Reflect on and use feedback to enhance your learning. When appropriate, respond to instructor feedback as evidence of growth and ongoing self-reflection.
- Follow assignment guidelines and rubrics to submit thoughtful, high-quality work that reflects **application and analysis**.
- Communicate your ideas using doctoral-level thinking and appropriate, professional language across all assignment formats.
- When assignments include written components, ensure they follow APA 7th edition formatting.
- Submit all work on time.

COURSE ASSIGNMENTS

E-Learning Activities

You will engage in a variety of learning activities designed to support the **application and analysis** of course concepts. These activities primarily emphasize individual work, including analytical assignments, concept map development, and applied tasks connected to your professional and research context.

Structured interaction may be used selectively in specific modules when it supports deeper analysis of key ideas.

Concept Maps & Ongoing Learning Connections

Throughout the course, you will develop and refine a **thinking/concept map** that reflects your evolving understanding of instructional supervision. This map serves as a tool to connect new learning to prior knowledge, course readings, and your professional or research context.

Rather than completing traditional reflection papers, you will engage in **applied and analytical learning tasks** that demonstrate your ability to connect theory to practice and research over time.

Analytical Application Assignments

You will complete a series of structured assignments designed to support the **application and analysis** of course concepts. These may include:

- Analytical briefs
- Position statements
- Practice-based evaluations
- Structured analytical responses

These assignments require you to engage with course readings and apply concepts to real-world or research-based contexts.

Stand and Deliver: Supervision for School Improvement

You will synthesize your learning in a final presentation or paper that demonstrates your understanding of instructional supervision as a tool for school improvement. You will be expected to connect course concepts to your professional context and/or dissertation topic, highlighting how your thinking has evolved throughout the course.

Dissertation & Problem of Practice Connection

Throughout the course, you will intentionally connect instructional supervision concepts to your dissertation topic, research interests, or problem of practice. These connections are embedded within assignments and concept map development to support your growth as a scholarly practitioner.

Course Schedule & Assignment Details

Detailed assignment information, expectations, and schedules will be posted on Canvas.

COURSE POLICIES

It is my goal for each of you to benefit and grow professionally throughout this course. I believe in open communication so we can all learn from each other. You are expected to actively engage in course activities and assignments as part of your learning process. While opportunities for interaction may occur in select modules, the course primarily emphasizes individual application and analysis. I also welcome you to visit with me in email, phone, or we can schedule a Zoom session. We can discuss course concepts, your assignments, your performance, or any other questions you may have.

Participation

Participation in this course is defined by your consistent engagement with course materials, assignments, and learning activities. As a doctoral student, you are expected to think critically, apply course concepts, and demonstrate growth through your work. While some modules may include structured interaction, the course primarily emphasizes individual analysis and application. You are responsible for staying engaged, completing assignments on time, and demonstrating depth of learning.

Participation Expectations

Students are expected to engage consistently with course materials and assignments throughout the week. While readings have been intentionally curated, they require thoughtful engagement and reflection. Spacing your work across multiple days will support deeper understanding and higher-quality submissions. Participation is demonstrated through the completion of assignments, concept map development, and your ability to apply course concepts to your professional and research context. Most work in this course is completed independently, with limited structured interaction in select modules.

Students are encouraged to plan their time in a way that allows for consistent engagement with readings, course materials, and assignments throughout the week.

Written & Applied Assignments

Specific requirements and guidelines for assignments will be provided in Canvas. Assignments in this course are designed to emphasize application and analysis rather than length or quantity of writing. While some assignments may require written responses, others may be completed in alternative formats (e.g., visual representations, audio/video submissions, or structured templates), as specified in each module.

All submissions, regardless of format, are expected to reflect doctoral-level thinking and to meet the following minimal criteria:

- Submitted on time
- Clear, well-organized, and professional in presentation
- Free of typographical and grammatical errors
- Demonstrates depth of analysis and application of course concepts

When assignments require written components, they must follow **APA 7th edition** formatting and reflect doctoral-level writing.

All written assignments are to be completed in Microsoft **Word** and submitted in a timely manner. If you use another word processing software, you must submit the assignment as a **pdf**. Deadlines are provided in Canvas.

Please note that all written assignments must be submitted by **midnight** Central Standard Time on the due date.

Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment (i.e. OliverasY_Connection_Paper.docx)

All assignments should be submitted through the appropriate assignment link in Canvas. If you experience technical issues that prevent submission, please contact me as soon as possible to make alternative arrangements.

Assignments are expected to be submitted on time. Extensions will only be considered in cases of emergencies or significant health-related concerns and must be communicated in advance whenever possible. Timely submission of work is part of your overall engagement in the course and may be considered when making a case for your final grade.

Academic integrity is essential in this course. All work submitted must be your own and must properly acknowledge the ideas and words of others through appropriate citation. Canvas will process submissions through **Turnitin**, and you are encouraged to review these reports to identify and correct any potential issues prior to final submission.

All assignments are individual unless otherwise specified. While limited structured interaction may occur in select modules, unauthorized collaboration is not permitted and will be addressed in accordance with university policies and the Student Standards of Academic Conduct.

Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussions about the ethical, societal, and disciplinary implications of AI tools. All uses of AI must be acknowledged, aligning with UT Tyler's commitment to honor and integrity, as outlined in the Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using AI tools.

AI tools rely on predictive models to generate content, which may appear accurate but can be incomplete, biased, or derived from sources without proper attribution. Therefore, AI should not be used as a substitute for traditional research methods. You are responsible for ensuring the quality and accuracy of all submitted work.

For this course, students may use AI platforms to prepare, revise, and edit assignments and dissertation work. AI tools may assist in identifying flaws in reasoning, clarifying arguments, and correcting citations. However, you are expected to critically evaluate the validity and applicability of any AI-generated content.

To uphold academic integrity:

- Cite AI contributions according to APA 7th edition guidelines
- You will not receive full credit if your work contains inaccurate, invalid, or inappropriate AI-generated content
- Engage in collaborative learning and peer feedback as primary sources of insight, using AI tools as supplements rather than substitutes

Your ethical responsibilities remain the same: follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. Misuse of AI tools in violation of these guidelines constitutes a breach of academic integrity and may result in disciplinary action.

APA Style Citation Information: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Code of Conduct

I expect students in this course to conduct themselves as university students of graduate standing. I expect students to actively engage in course assignments and learning activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

Communicating with Dr. Oliveras

My email address is yoliveras@uttyler.edu. **Please note that this is not a Patriots email address.** My cell phone number is posted on Canvas. Feel free to text me at any time. I silence my phone when I'm sleeping or in a meeting so you will never wake me up or interrupt me. **Email and text messages are the best ways to communicate with me.**

I will make every effort to respond quickly to your emails and text messages. Communicating with you is a priority but I also want you to have realistic expectations in terms of a timely response. If it is a weekday and you haven't heard

from me within 24 hours, I did not get your email and please send it again. If it is a weekend, please give me 36 hours to respond.

People First Language/Class Etiquette

As doctoral students, it is essential to model professional and respectful communication. In your writing and discussion, please use terminology aligned with best practices in educational and scholarly communication, including terminology commonly used in professional literature and legal guidance (e.g., 'students with disabilities' rather than labels)

Safe Zone

This course operates within a professional and respectful learning environment, where all students are expected to engage with one another constructively and thoughtfully. Our shared goal is to foster academic growth through open dialogue, grounded in scholarly inquiry and mutual respect.

Digital Library Resources

Students enrolled in our doctoral program have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the library and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature. If a specific journal is not available, Vandy Dubre will procure the article for you. Please take the time to update your account and get familiar with the resources available.

University Policies & Information