

Summer 2012
Supervision of Instruction 15:230:521 Internet Course
Rutgers University
Graduate School of Education

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Course Description:

The focus of this course is to provide emerging instructional supervisors and principals with leadership skills and reflective practices for recognizing the vital importance of high quality teaching as well as developing awareness of its complexity. Embedded in a supervision framework or process is important, interacting factors such as: New Jersey Core Curriculum Content Standards, collaborative supervision and professional development models, and ever emerging research on brain based learning and differentiated instruction.

Course Objectives Consistent with Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)

Students will know and understand that a school administrator is an education leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Standard a) continuous school improvement
 - b) high standards of learning
 - c) assessment data related to student learning are used to develop the school vision and goals
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Standard 2)
 - a) professional development promotes a focus on student learning
 - b) professional development is an integral part of school improvement
 - c) principles of effective instruction
 - d) a variety of supervisory and evaluation models
3. ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment (Standard 3)
 - a) human resource functions support the attainment of school goals
4. collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources (Standard 4)
5. acting with integrity, fairness, and in an ethical manner (Standard 5)
 - a) protects the rights and confidentiality of students and staff
 - b) demonstrates and models values, beliefs, and attitudes that inspire others to higher levels of performance
 - c) treats individuals fairly, equitably, and with dignity and respect
6. responding to the larger political, social, economic, legal, and cultural context (Standard 6)

COURSE OBJECTIVES:

Successful learners will be able to

- Develop an operational definition of supervision including identification of tasks areas relationship to theoretical and practical knowledge bases

- Describe and evaluate models for systematically analyzing and improving teacher performance
- Understand and apply theories of and research on supervision
- Apply appropriate supervisory techniques in classroom observation, conferencing, questioning, and reflection
- Understand additional supervisory ways, including peer coaching, study groups, and self-directed professional development, for improving instruction
- Reflect on and assess one's own leadership/supervisory style, values, and goals as a leader
- Understand the impact of ethics on supervision practices and policies

Cognitive Goals

- 1) Understand the clinical supervision model
- 2) Understand communication strategies to be effective with adult learners
- 3) Understand various supervisory strategies for promoting instructional improvement

Skills

- 1) Conducting pre and post conferences using strategies that enable teachers to become reflective and self directed
- 2) Observing and critiquing effective supervisory strategies
- 3) Utilizing appropriate techniques to observe and evaluate teaching

Disposition Goals

- 1) Equity and fairness
- 2) Collegiality
- 3) Appreciation of diversity

Organization of Course:

The course is offered as a internet course—this means that learners are expected to spend the same amount of time required for a “regular” class on the lesson and assignments. Students are required to respond to class lecture postings and all assignments in the time frame provided by the professor. The course will be guided by a series of lectures, on-line discussions, and analyses of relevant scenarios. The lectures will serve as launching pads from which discussions, individual and group activities, additional readings, and on-line work-sessions will eventuate. Sufficient time will be allotted for discussions and informal and task-oriented group sessions. Most importantly, the course will be organized to provide an informative and valuable educational experience for its participants. Self reflection forms a most integral part of this course. Students are required to keep personal journals and develop an informed supervisory platform.

The instructor has provided additional information relating to how to succeed in the internet format in a separate document. Please read “How to Get an “A” in an Internet Course,” “Checklist for Internet Course Success,” and “Ethics for Our Internet Course” which are included at the end of this document.

ASSESSMENT:

Responses are due when assigned by professor. Submit assignments in the course drop box. Even if a student completes all responses, if they are not on time, student will not receive full credit.

Attainment of the course objectives will be determined and assessed by the following:

1. *Complete personal journal assignment containing all required responses* (topics provided by instructor and including responses to *Good to Great*) and summative reflection on journal process. 100 points

2. *Contribute three resources* (articles, books, Internet sites, etc.) and personal written summaries for the class annotated bibliography of resources on supervision. Due to professor via drop box and posted on discussion board for classmates. 30 points

3. *Complete midterm.* 20 points

4. *Complete the final exam.* 10 points

MAJOR PAPERS:

5. Paper One – Department Requirement (will be submitted to Graduate School of Education as fulfillment of course requirement)

Observation of Teachers and Classes -100 points

- Observe one class of each of three different teachers. Spend the entire period with the class. Choose teachers with three different levels of experience – one 1-4 yrs, one 5- 10, one more than 10. Be sure to make appropriate arrangements for observation.
- Total paper: 5 - 10 pages, double-spaced - see below.
- This paper has two parts. The first is the write up of your observations; however, you are observing the entire class .
- The second part is an analysis of what you observed. You will be discussing each class separately before drawing a general conclusion.

Objectives of Assignment:

- Plan an observation strategy before you go into the classroom.
- Practice in recording class activities while observing a class.
- Practice in writing a concise, complete description of observations.
- Practice in interpreting what you have observed.

A.Observation Strategy

- Read over the Analysis expected in D. below before you begin observing.
- Have an idea of what you will be looking for when you visit the classroom. Remember that you are observing the entire class - teachers and students.

B.Recording Method

- Develop a plan for how you will record your observations during the class. Remember that you have more to cover in observations for this assignment.
- The choice of recording format is yours. Choose what will work for you. You do not have to use the same format for all three observations. You will probably modify the instrument from one observation to the next.
- You do not have to turn in the recording notes.

C.Paper Part I: Observation Write –ups

(One-two page per observation, six pages maximum for paper)

- For each class that you have observed, write a one to two (1 – 2) page, (double-spaced) concise description of your observations. In this assignment you are to observe all aspects of the class – teacher activities, student behaviors, and teacher – student interaction, etc. Observe all those items that a supervisor would if he/she were in the class.
- You must limit yourself to a maximum two-page description per class.
- Observation write-ups are descriptions only. Do not interpret, offer opinion, draw conclusions, judge etc. Limit yourself to describing “this is what I actually saw.”

- Be sure to cover the class from start to finish.
- The two-page restriction is to give practice in writing actual classroom observations.
- You have the requirement of recording teacher activities and behavior. You will also have to be very selective in your writing. You need to portray the entire class, but you will be limited in use of detail.
- You will not be able to report each and every observation from a class. Be careful, however, to include observation details that you are going to rely upon and that will support your discussion in the second part of your paper.

D.Part II: Analysis

- Based upon the observations that you have reported in the three write-ups (you may not refer to anything that you observed but did not include in your write-up):
 - Individually for each class:**
 - Identify the instructional activities/strategies that you believe were most effective/successful. (Limit 3 best.) Provide rationale for your choices.
 - Identify the aspects that you believe were least effective/successful and need to be improved. (Limit 3 most needy.) Provide rationale for your choices.
 - Provide specific suggestions for the teacher to improve the aspects identified above as needing improvement. (Limit 3.) Again, provide rationale.
- Conclude your analysis section (and the paper) by identifying the one class of the three that you believe demonstrated the most effective student learning. Take into consideration not only the teachers’ behaviors/actions but also those of the students. **Do not** jump to a conclusion because “A was the best teacher” or “this was a class of gifted student.” Instead, focus upon actions and behaviors you observed. Provide rationale for your choice.
- In Part II resist the temptation of judging the quality of the teachers or discussing “what you might have done.” You are observing one class out of context. You can make professional suggestions as to what might be done to improve the learning effectiveness in the class you observed without offering judgments about the overall quality of the teacher. Concentrate on constructive actions the teacher might take, additional activities, modifications to observed activities, etc. rather than making a judgmental statement like “the teacher could not handle the class.”
- The idea is not to label the quality of the teacher or to rate the teacher’s performance as you would in a formal evaluation, but to identify what was most successful in the class period and what in your opinion might be done to make weaker elements more successful.

General Notes: Do not identify in any manner the actual classes, teachers, or students observed. Label the classes observed as Class I, Class II, and Class III. If necessary to discuss individual students, label them A, B, C etc. This is a portfolio piece for students in the Ed. Administration Program.

J. Adamus Rev. 3. 9/2008

Name:			
Supervision: Evaluation Rubric			
Component	Not Acceptable	Proficient	Superior

<p>Observation: Description <i>Provides a concise, complete description of class sessions. Activities identified. Fits within page limit.</i></p>	<input type="checkbox"/> Descriptions are fair. Some items are vague or unclear. Exceeds page limits	<input type="checkbox"/> Descriptions are adequate. Covers all elements of class. Within page limit.	<input type="checkbox"/> Clear, concise descriptions provided. Covers all elements of class in good detail. Within page limit.
<p>Observation: Teacher <i>Teacher's actions/behavior described. Opening/closure described. Presentation of activities detailed. Transition methods discussed. Classroom management described.</i></p>	<input type="checkbox"/> Minimal discussion of teacher actions/behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	<input type="checkbox"/> Teacher actions described in some detail. All elements of class covered. Description flows from one activity to another. Classroom management discussed.	<input type="checkbox"/> Clear, concise descriptions provided. Covers all elements of class in good detail Discussion expressed and presented in logical progression.
<p>Observation: Students <i>Behavior of students is described. Student reaction to teacher presentation discussed. Engagement level of students noted. Evidences of learning cited.</i></p>	<input type="checkbox"/> Minimal discussion of student actions/behaviors. Descriptions poorly organized and poorly expressed. Not all elements of class described.	<input type="checkbox"/> Student actions and behavior described in some detail. Reaction to teacher presentation described. Engagement level and evidence of learning discussed.	<input type="checkbox"/> Clear, concise descriptions provided. Covers all elements of class in good detail Discussion expressed and presented in logical progression.
<p>Analysis: Teacher Strengths Most effective/successful learning activities/strategies discussed. Items were cited in Observation. Rationale provided for choice.</p>	<input type="checkbox"/> Elements identified as lesson strengths are not appropriate. Rationale limited or poorly presented. Elements were not reported in Observation	<input type="checkbox"/> Elements identified as lesson strengths are appropriate. Discussed in some detail. Valid and sufficient rationale provided. Elements were reported in Observation.	<input type="checkbox"/> Critical thinking demonstrated in choice of lesson strengths and rationale for choice. Clear, concise detail in discussion. Elements were reported in Observation.
<p>Analysis: Teacher Needs Areas of least effective/successful learning activities/strategies discussed. Items were cited in Observation. Rationale provided for choice.</p>	<input type="checkbox"/> Elements identified as lesson needs are not well chosen. Some needs overlooked. Rationale poorly presented. Elements were not reported in Observation.	<input type="checkbox"/> Elements identified as lesson needs are appropriate. Some detail in discussion. Valid and sufficient rationale provided. Elements were reported in Observation.	<input type="checkbox"/> Critical thinking demonstrated in choice of lesson needs and rationale for choice. Clear, concise detail in discussion. Elements were reported in Observation.
<p>Analysis: Improvements <i>Suggestions for improving each need are presented.</i></p>	<input type="checkbox"/> Improvement recommendations are missing or not specific. Recommendations not appropriate or valid.	<input type="checkbox"/> Specific improvement recommendations made. Recommendations are valid and appropriate.	<input type="checkbox"/> Multiple, specific, appropriate improvement recommendations made. Choice of recommendations reflects sound insight.
<p>Conclusion <i>Class with most effective student learning is identified. Rationale provided for choice.</i></p>	<input type="checkbox"/> Most effective class not identified or choice inappropriate. Rationale provided is poor.	<input type="checkbox"/> Choice is well reasoned. Rationale provided for choice.	<input type="checkbox"/> Choice is well reasoned. Rationale provided for choice is sound.
<p>Writing Quality</p>	<input type="checkbox"/> Writing is average quality. Sentences and paragraphs weakly constructed. Noticeable	<input type="checkbox"/> Above average writing quality. No errors in grammar, spelling mechanics.	<input type="checkbox"/> Clear, concise high - quality writing. Proper mechanics and presentation.

	errors in grammar, spelling, or mechanics.			
J.W.A. September 2008				

6. *Major Paper 2: District/School Teacher Evaluation Analysis Project and Report*

Details to follow-100 points

7. *Lesson questions and responses. Due to professor as indicated in course outline. 100 points*

Grading:

A=400-460 points

B=350-399 points

C=300-349 points

D=250-299 points

F= 249 and below points

Format for Student Work

All students must use APA format for student papers, citation, and bibliography.

TEXTS:

Collins, J. (2001) *Good to Great*. New York: HarperCollins.

Glickman, C., Gordon, S., & Ross-Gordon-J. (2010). *SuperVision and instructional leadership: A developmental approach*. (8th ed.) New York: Pearson.

Disability Accommodations Statement

If you have any disabling condition that I should be aware of in order to better meet your individual learning needs, please do not hesitate to inform me. In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note taking or test taking procedures) is strongly encouraged to contact me at the beginning of the course. Additional assistance is available through the New Brunswick Campus Coordinator at (732) 932-1711

Tentative Course Schedule

Date	Topic	Assignment
Lesson 1-9/4	What will I learn in this course? What is required of me in this course? What is supervision? What is leadership?	Glickman, pp.3-18, 483-487 Collins, pp. 1-16
Lesson 2-9/10	How has supervision theory, research, and practice changed and developed? What effects have schools as they are and as they should be had on supervision practices? How does adult learning theory enlighten supervision?	Glickman, pp. 19-88 Collins, pp. 17-40 Responses due to professor from 9/4

Lesson 3-9/17	What is my educational philosophy? How does this affect what I believe about supervision?	Glickman, pp. 89-107, 483-487 Collins, pp. 41-64 Responses due to professor from 9/10
Lesson 4-9/24	What is developmental supervision? What are listening, reflecting, and clarifying techniques? What is the difference between directive control behaviors and directive informational behaviors?	Glickman, pp. 109-160 Collins, pp. 65-89 Responses due to professor from 9/17
Lesson 5-10/1	What are collaborative behaviors? What are nondirective behaviors?	Glickman, pp. 161-188 Collins, pp. 90-119 Responses due from 9/24
Lesson 6-10/8	What is the underlying rationale for developmental supervision? How can this model be applied in practice?	Glickman, pp. 189-202 Collins, pp. 120-143 Critiques due to professor and classmates Responses due to professor from 10/1
Lesson 7-10/15	How can instruction be improved through observation and feedback? What are types and purposes of teacher evaluation? What are the proposed changes in New Jersey teacher and principal evaluation?	Glickman, pp. 235-258 Collins, pp. 144-163 Responses due to professor from 10/18
Lesson 8-10/22	What types of direct assistance can be given to a teacher?	Midterm Glickman, pp. 287-306 Collins, pp. 164-187 Responses due to professor from 10/15
Lesson 9-10/29	What is clinical supervision? How does a supervisor use the clinical supervision cycle to improve	Glickman, pp. 287-306 Collins, pp. 188-210 Responses due to professor from 10/22 Paper one due

	instruction?	
Lesson 10-11/5	How does one apply developmental supervision to groups?	Glickman, pp.307-332 Responses due to professor from 10/29
Lesson 11-11/12	How does a supervisor work to create a culture of continuous improvement?	Glickman, pp. 407-460 Responses due to professor from 11/5 Journal reflection due
Lesson 12-11/19	How does a supervisor connect the technical tasks of supervision and address issues of diversity?	Glickman, pp. 407-460 Responses due to professor from 11/12
Lesson 13-12/3	How does a supervisor work toward building a democratic, moral, and ethical professional learning community?	Glickman, pp.461-481 Responses due to professor from 11/19 Paper 2 due
Lesson 14-12/10	What is your supervisory platform? What is supervision?	Responses due to professor from 12/3
Lesson 15-12/17	What have I learned?	Final Exam due

HOW TO SUCCEED IN THIS ON-LINE COURSE:

Welcome to a most exciting adventure—our on-line course – Supervision of Instruction- I have taught this course in a traditional face-to-face model, completely on line, and as a hybrid experience

Here are some of the ideas and tips that I have to offer to you to help you embark and succeed on this on-line adventure:

- 1) Students report to me that in an on-line course they have to be able to interact with others in multiple ways and this requires more time, dedication, and time-management than does a traditional face-to-face class.
- 2) In an on-line course, reading and writing are more important than in a traditional class. You have to be able to read and understand the writing of others—your instructor and your fellow learners. You must be able to comprehend written directions so that you can complete assignments. You need to be able to compose clear questions to your instructor when you are confused or need clarification. As for your own writing, you need to answer questions completely and concisely with attention paid to spelling and grammar.
- 3) You need to be comfortable working with a computer and using the Internet. You need to know how to log into the course, send responses to your professor, work in on-line groups, and respond in the discussion board format.
- 4) You need to be able to manage your time well so that assignments are emailed to your professor on time and that you collaborate with your peers so that group assignments can be handed in when they are due. You should expect to login to the course at least three times a week and spend at least two to three hours doing your on-line lessons.

5)An on-line course places significantly less emphasis on lecturing by the professor. You are required to be a more critical and creative thinker who can make personal “sense” of what you are to do to succeed in this course.

Checklist for On-Line Course Success

- Keep up with all deadlines—on-line class and required graded assignments. Work can be turned in through the course drop box or emailed to me directly.
- Learn the on-line Rutgers course system during the first week of the class.
- Log into the course frequently.
- Discover when and where you work best on-line. Create a schedule for yourself.
- Be patient with yourself , your computer, and the Internet
- Download and print documents/lessons you want to study or consider in depth.
- Save your work in more than one place.
- Find a friend or buddy who can help you achieve.
- Work hard.
- ASK QUESTIONS—of each other and of me. I LOVE to hear from you and no question or comment is insignificant to me. So please interact with me through my email or phone numbers. Or even stop in to see me if you feel comfortable, Yes, frequently my students will stop for a visit or a clarification at my other job as assistant superintendent/director of curriculum for the West Morris Regional High School District.
- Enjoy!

Ethics for Our On-line Course

The same standards of conduct and courtesy apply on-line as in a regular classroom. However, it is important to remember that you must pay even more attention to these standards when you study and learn on-line. Here are some suggestions:

1. Participate and share.
2. Think BEFORE you hit SEND. How will the person reading this message interpret it? No one can see your smile if you are being sarcastic! No one can read what you don't write. So be sure to explain fully what you mean.
3. I always hope that I don't really need to include this but please, please remember to be kind and polite to each other and to me. Derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action as they would have if they occurred in a traditional classroom.
4. Ask questions and respond to others so that we can help each other learn and grow as teachers, administrators, and people.