

15:230:521 – Supervision of Instruction Fall 2013

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COURSE DESCRIPTION

Supervision of instructional activities is an important component of instructional leadership in any educational organization. The goal of such leadership is to improve the quality of student learning. This course will focus on instructional leadership. Major topics discussed will include the meaning of supervision, supervision as leadership and as human relations, capacity building through supervision, supervisory techniques, and evaluation in supervision.

This course is taught in the lecture/discussion format. Classes meet once a week during the semester. Students will also interact with the professor via email.

Classes will stress interaction of all participants with the goal of allowing students to consult, support, and challenge one another as well as interact with the instructor.

APPLICABLE STANDARDS

This course is designed to further the following administrative certification standards detailed in New Jersey Administrative Code:

1. Instructional Leadership:
New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (instructional elements);
 - ii. Leading a climate and culture conducive to student learning and staff professional growth;

COURSE EXPECTATIONS

A. Readings

1. Text

Glickman, C., Gordon, S., & Ross-Gordon, J. M. (2013). The basic guide to supervision and instructional leadership. (3rd ed.). (Allyn & Bacon) Pearson Education, Inc.

ISBN-13: 978-0132613736 http://www.amazon.com/Basic-SuperVision-Instructional-Leadership-Educational/dp/0132613735/ref=sr_1_3?s=books&ie=UTF8&qid=1373298566&sr=1-3&keywords=glickman+supervision+and+instructional+leadership

**[Note: This is the abridged (less expensive) edition; different text than used other years. If you choose and have a used copy, you may use the full textbook editions 8 or 9 instead.]

2. Course Assignment Schedule and Reading List

A schedule of class topics with associated readings as well as required course assignments will be distributed at the start of the semester. Students are expected to have completed the designated readings before the indicated class meeting.

Articles on the Course Reading List can be accessed from the course Web site on Rutgers SAKAI.

To use this resource you must:

- a.) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- b.) Access SAKAI at: <https://sakai.rutgers.edu/portal>
- c.) After logging in, click the Upper Tab for 230:521 Supervision and then click RESOURCES on left margin.

SAKAI will also be used for additional course resources and to submit electronic copies of assignments.

3. Additional Research

Additional research can be pursued through the Rutgers Library. To use the online library resources login to the library:

<https://login.proxy.libraries.rutgers.edu/login?url=http://www.libraries.rutgers.edu/>

B. Class Participation

- The success of the course will depend upon careful preparation and engaged, thoughtful participation of all class members. It is the quality of participation that counts, not the quantity. Regular and punctual participation in all activities is expected.
- Students are encouraged to share their own experiences, ideas, and concerns about each topic in class.

C. Course Assignments (Due dates are on Course Reading List)

Students will be expected to complete each of the following written assignments.

(NOTE: Further details for each assignment will be available on SAKAI.)

Two copies of each assignment shall be submitted on or before the due date. A hard copy should be submitted in person at the beginning of class meetings. A second electronic copy should be uploaded to the student's SAKAI drop box.

1. Paper One – Observation of Students

Observe students in 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.

- You are to observe the actions/behavior of the students during the class period and write a concise description of your observations. While you are concentrating on the students in your observations, it will also be necessary to note major actions of the teacher.
- Follow ASSIGNMENT GUIDE ONE (SAKAI):
 - Write a one – two page, concise description of your observations in each class.
 - Following the discussion questions, compare and contrast the student behavior in each class.
- Total paper (observations + discussion) should be 5 - 10 pages (double-spaced).

2. Paper Two – Observation of Teachers and Classes

Sit in on one class of each of three different teachers. Spend the entire period with the class. Again, please choose teachers with three different levels of experience – one 1-4 yrs, one 5-10, one more than 10. The teachers involved need not be the same as those used in the student observation paper (Assignment One). Be sure to make appropriate arrangements for observation.

- Similar to Assignment One, this paper has two parts. The first is the write up of your observations, however, you are now observing the entire class – students and teacher- and have much more to observe during the time period.
- The second part is an analysis of what you observed, however, the focus is different from Assignment One. You will be discussing each class separately before drawing a general conclusion.
- Following ASSIGNMENT GUIDE TWO (SAKAI):
 - Write a one - two page, concise description of your observations in each class. Then 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 by identifying the one class of the three that you believe demonstrated the most effective student learning.
- Total paper (observations + discussion) should be: 5 - 10 pages, double-spaced.
- **NOTE:** This is a portfolio piece for Educational Administration students and is uploaded to the Educational Administration Portfolio SAKAI site.

C. Final Project – Professional Development Plan

- Follow ASSIGNMENT GUIDE THREE (SAKAI).
- Select one of the three teachers you observed for Paper Two. Using that teacher as a model and based on your observation, outline the recommendations that you would make to establish a two-year professional development plan for a hypothetical teacher who is very similar to the teacher you have selected.
- 8-12 pages double-spaced.

GRADING

Students will be evaluated on the basis of participation in all course activities, presentation of ideas, class discussion, and quality of written assignments. All assignments must be completed in order to receive a satisfactory or better grade in the course.

Students are reminded of the Rutgers Academic Integrity Policy which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/integrity.shtml#I>].

Activity	Weight Towards Final Grade
Participation in class activities	25 %
Paper One: Student Observation	20 %
Paper Two: Teacher Observation	30 %
Final Project: Professional Development Plan	25 %

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