

Rutgers, The State University of New Jersey
Graduate School of Education
Supervision of Instruction – 15:230:521:91
Spring 2013: Online Course

Instructor: Dr. Thomas W. Tramaglini
(732) 713-4899 (Cell)
ttram@rci.rutgers.edu

Required Texts:

Hoy, W. K., & Forsyth, P. (1986). *Effective supervision: Theory into practice*. New York: Random House. (Online Download at http://www.waynehoy.com/effective_supervision.html)

Gall, M.D., & Acheson, K.A. (2011). *Clinical supervision and teacher development: preservice and inservice applications*. (6th Edition). Hoboken, NJ: John Wiley and Sons.

Other readings as assigned throughout the course

Statement regarding online course: This course is designed and delivered in an online environment. It is expected that the student will learn and manipulate the eCollege interface as necessary, including attaining professional development to develop skills for operation if the student does not have those skills at the beginning of the class. It is not the professor's responsibility to provide instruction on eCollege. Given that, the professor will do his best to support the students to be successful in this course.

Educational Technology Recommendation: While the eCollege works in both the PC and Mac environments, I would suggest that anyone using the class live components of eCollege get to the online meetings early.

Online course meetings: The eCollege suite will be utilized for this course – the application we will use is Elluminate for our online meeting workspace. This can be accessed through the course website (eCollege.rutgers.edu) – Live tab, and then click on Class Live, and join the session. These sessions are recorded and available for download at a later time. If you need assistance with technical requirements, I encourage you to reach out to the Rutgers IT folks.

Classroom observations: Observations of teachers are a requirement for this course. If you are unable to acquire access to observing teachers in your school, please let the professor know ASAP. When observing teachers, please remember that you are a student, and should not use observation in the wrong way. Please make sure the teacher who you are observing has given you permission, as well as your immediate supervisor.

Readings: There are several readings that will be added throughout the semester, depending on the scope of discussions or student needs; All reading materials, outside of the Gall and Acheson text (2011) will be deployed via eCollege

Coursework:

Week of

1.21.2013

Assigned Reading(s)

Chapter 1 (Gall & Acheson); Chapters 9 & 10 (Hoy & Forsyth)

Class Pre-Assessment (Not Graded)

Using eCollege, create a journal entry (no required length) in response to the following question: As a teacher, what are your expectations of any supervisor of instruction (supervisor, principal, assistant superintendent) when they observe your/a class? As a student, what are some specific things that you believe that you will need to learn in order to be effective in improvement of instruction? What are some of your expectations for this course?

Blog Assignment #1:

Create a blog entry about the following prompt:

Think about your first (if you cannot remember your first observation, choose a more recent observation) observation as a teacher. Thinking back from that experience, what stands out most? Was this experience positive or negative? Was the observation and evaluation of your performance successful?

Using eCollege create a blog entry of 500-750 words, 12 pt. font.

1.28.2013

and

2.4.2013

Assigned Reading(s)

Chapter 11 & 12 (Gall & Acheson); Chapters 11-15 (Hoy & Forsyth)

***Note that the assigned work is to be completed over two weeks – that is, the assigned work, as well as the Journal and Blog entries are due on February 10, 2013.

Online Class #1 - (2.6.2013 @ 4PM)

Blog Response Assignment #1:

In eCollege, respond to at least three different blog entries of your peers from the previous weeks blog entries. Blog responses must be at least 250 words, and display strong effort to add academic support or enhancements of your colleagues' blog entry.

Journal Entry #1

Review the model of clinical supervision from the Gall and Acheson text (2011), as well as the three phases of clinical supervision. There is a considerable amount of research (in this specific book as well as in such works as Hallinger & Heck, 1998) documenting the connection between the leader, specifically the principal towards student achievement. Specifically, the role of the principal as instructional leader is critical.

Watch the following 12 minute lesson:

http://teachertube.com/viewVideo.php?video_id=237011&title=Sample_Lesson

When watching the lesson, take notes using some of the different ideas or techniques you have read about on what you see in the lesson.

Write a journal entry of how you might use the clinical model for supervision to support this teacher. Please use specific examples from your reading to support your ideas. 12 pt font, minimum of 750 words.

2.11.2013

Assigned Reading

Chapter 2 (Gall & Acheson) – Using clinical supervision to support the stages and goals of teacher development

Blog Assignment #2:

Review the different models of teacher development (pgs. 32-40). Choose any of the models and write a minimum 400-500 word blog entry on how you might approach working with more experienced teachers, versus novice teachers; and effective teachers, versus ineffective teachers

Journal Entry #2 (Observation)

Watch the following lesson (30 Minutes)

<https://www.teachingchannel.org/videos/reading-like-a-historian-contextualization-complete-lesson?fd=1>

Using a format of your choice or the sample observation form, script the lesson and note what you see (just the facts-collect data) and make notes as necessary for recommendations, or praise. These notes are for your own use.

Use the following format to write up your observation:

The teachers name can be any name.

- I. Lesson Environment (explain as much as needed to set a context – class size, make up, etc.)
- II. Observation
 - You must limit yourself to a maximum of a three-page observation (total for all IV sections) for this assignment (then you will copy and paste into the journal entry). Yes, double-spaced – be succinct.
 - Note: 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.
- III. Analysis
 - 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.
 - In Part III 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.

2.18.2013

Assigned Reading(s)

No assigned reading this week

Online Class #2 - (2.20.2013 @ 4PM)

Journal Entry #3 (week 1) - Operational Element - Observation

Informally observe one teacher in your school. In eCollege, write a journal entry reviewing your experiences following the framework previously noted (Journal Entry #2 2.11.2013): 12 pt font, minimum of 3 pages words. (Assignment Due March 3rd)

Blog Response Assignment #2:

In eCollege, respond to at least three different blog entries of your peers from the previous weeks blog entries. Blog responses must be at least 250 words, and display strong effort to add academic support or enhancements of your colleagues’ blog entry.

2.25.2013

Assigned Reading(s)

Chapter 3 & 4 (Gall & Acheson)

Journal Entry #3 (week 2) - Operational Element - Observation

Informally observe one teacher in your school. In eCollege, write a journal entry reviewing your experiences following the framework previously noted (Journal Entry #2 2.11.2013): 12 pt font, minimum of 3 pages words. (Assignment Due March 3rd)

*Please note that for the demonstration task, you will need to observe three teachers, so begin arranging for this task – if you need assistance or have questions, please let me know.

Blog Assignment: #3

On pages 79 and 80, Gall & Acheson (2011) provide a context for McEwan’s Ten Traits of Highly Effective Teachers. Develop a blog (minimum of 700 words) entry on the “Traits that get results” section. Choose one of the traits and develop a plan for how one might go about improving teacher effectiveness. Do so under the idea that there is a teacher who is struggling and needs to improve instructional performance.

3.4.2013

Assigned Reading(s)

Chapter 9 (Gall & Acheson) – The feedback conference

Online Class #3 - (3.6.2013 @ 4PM)

Introduce Demonstration Task (Directions uploaded onto eCollege)

Blog Response Assignment #3:

In eCollege, respond to at least three different blog entries of your peers from the previous weeks blog entries. Blog responses must be at least 250 words, and display strong effort to add academic support or enhancements of your colleagues' blog entry.

Begin Working on Demonstration Task

3.11.2013 **Work on Demonstration Task – Due on March 24th, 2012@10 PM (via email)**

3.18.2013 SPRING BREAK – NO CLASS or Work

3.25.2013 **Assigned Reading(s)**
Chapter 6 & 7 (Gall & Acheson)

Online Class #3 - (3.27.2013 @ 4PM)

Blog Assignment #4:

From chapters 6 and 7, choose three pertinent nuggets that you take away and create a blog entry that outlines why you will use these techniques in your practice.

Minimum 500 words

4.1.2013 **Assigned Reading(s)**
Chapter 8 (Gall & Acheson)

Blog Response Assignment #4:

In eCollege, respond to at least three different blog entries of your peers from the previous weeks blog entries. Blog responses must be at least 250 words, and display strong effort to add academic support or enhancements of your colleagues' blog entry.

4.8.2013 **Assigned Reading(s)**
Chapter 9 (Gall & Acheson); Read Jones & Crochet (2008)

Journal Entry #4

From Jones & Crochet (2008), the following key issues or questions are raised:

- What should principals know about district special education policies as they relate to supervising teachers? Remediating teachers?
- What legal aspects of special education complicate the supervision and evaluation of teachers?
- Did the principal attempt to carry out the district policy in an attempt to assist/evaluate Ms. Jackson?
- Are there other possible factors that the principal ignored?
- Should the principal have placed Ms Jackson on Level I assistance in conference one?
- Examine the role of the principal and central office director across Level I through

Level III. Identify the ethical and legal dilemmas the principal faces. What is the central office administrator's role in providing assistance to the principal in evaluating the teacher?

- Is there evidence indicating a possible ethical issue (on the part of central office) with the assignment of Ms Jackson to Washington Elementary with a first-year principal?
- Washington's inclusion model and the models of the neighboring districts are discussed. What are the strengths and weaknesses of the models?
- What constitutes an ideal inclusion model?

Choose one of the key issues or questions, and create a journal entry (no minimum length) regarding the case – please support your conclusions with evidence from the readings or research.

4.15.2013

Assigned Reading(s):

New Tenure Law; The EE4NJ Teacher Evaluation Website

(<http://www.nj.gov/education/EE4NJ/>); NJ Educator Effectiveness Task Force Report

Blog Assignment #5:

Review the New Tenure Law as well as the NJ Educator Effectiveness Task Force Report. Choose at least three big ideas that you take away from these documents that you might not have been familiar with before. What do you believe might be the implications of the new law and the focus on effectiveness, given what you know about the research. Minimum 500 words

*****REVISIONS of Demonstration Tasks Due April 17, 2012 and UPLOADED to SAKAI**

4.22.2013

Assigned Reading(s)

Read Darling-Hammond (2000)

Final Online Class #4 (4.17.2013 @ 4PM)

Journal Entry #5

After reading Darling-Hammond (2000), develop a well-written journal entry regarding what you might expect a first year teacher to bring to the table, specifically with their instructional capacity? How might this influence your mentoring program? Minimum 500 words.

Blog Response Assignment #5:

In eCollege, respond to at least three different blog entries of your peers from the previous weeks blog entries. Blog responses must be at least 250 words, and display strong effort to add academic support or enhancements of your colleagues' blog entry.

4.29.2013

Final Examination Provided

5.6.2013

Final Examination Due May 10, 2013

All assignments are due Sunday night at the end of the week by 10:00 pm unless noted otherwise

Blog Entries

All blog entries, usually based on opinion and supported by research, will be read by the professor, and responded to by students.

Blogging and Response Ethics: All entries on blogs should be original thoughts, and never negative towards other students work. It is okay to argue a point, but do so in a positive way.

Journal Entries

Will be graded more formally than the blog entries. Journal entries are always to be very well-written, as free of mistakes as possible, and supported by research covered in this course.

Course Requirements:

Students will be expected to:

- a) Participate in class discussions, journal entries, on Blogs as required, synthesize information, and provide insightful commentary based on readings, lectures, and practical experiences
- b) Submit all work on time - There is not a mechanism available for handing in assignments late. Late assignments penalized.
- c) Provide maximum effort in the course

Standards Covered and Grading Rationale Below

Ed Admin Course Standards

This course meets the following requirements of the State of New Jersey and Rutgers, The State University of New Jersey

1. **General Leadership:**
 - **New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:**
 - i. Leading a common vision of learning in the school community (elements of developing and implementing shared vision);
 - v. Leading with integrity and fairness;

2. **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;

3. **Management:**
 - **New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:**
 - iii. Leading a safe and effective environment for learning;

4. **Context/Community:**
 - **New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:**
 - iv. Leading the mobilization of resources, response to diverse needs, and collaboration with families and communities;
 - vi. Leading with a perspective of the larger political, social, economic and legal context;

ISLLC Standards Addressed:

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies

- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

NJPSTSL Standards Assessed: (1.1,15, 16) (2.1,2,4-6,.9,12-14,16,19,21,32,33)

(3.1,13,32) (4.1) (5.5) (6.7)

Grading:

Final Examination 15 points possible

Demonstration Task 30 points possible

Journal Entries 20 points possible

Blog Entries 20 points possible

Blog Responses 20 points possible