

Rutgers University  
Graduate School of Education  
10 Seminary Place, New Brunswick, NJ 08901  
732-932-7496 ext 8300

**Administration and Supervision of Elementary and Secondary Schools  
15:230:512:90**

**Course Syllabus**

Online Course, Spring 2015

**Instructor**

Rachel Pereira, Ed.D., Esq.  
[rachpereira@yahoo.com](mailto:rachpereira@yahoo.com)

**Course Description:**

This course is designed to help prospective school leaders learn about issues of instructional leadership and supervision within a classroom and school. Students will consider how issues of supervision, evaluation, and accountability create opportunities and challenges for educational leadership in a learning community. The expectation is that this is an online course whereby students are expected to complete the same level of rigorous course of study that is expected in “in person” classes.

**Organization of Course/Student Expectations:**

The course is offered as an internet course—this means that learners are expected to spend the same amount of time required for an “in person” class on the lesson and assignments. The expectation is that students will spend at least **3 hours per week** on the course portal posting and responding to class assignments, and then additional time preparing for class assignments. Students are required to respond to class lecture postings and all assignments in the time frame provided by the professor.

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

Assignments and readings are to be completed on the date specified. **Active participation through class discussions is required.** Students with disabilities who require accommodations should discuss these with the instructor as soon as possible.

Your full participation with the course materials in E-College is vital to gaining a greater understanding of the material. For most weeks, new activities will be released by Saturday morning and you will usually be expected to return to activities at **least three times during the week** in order to respond to discussions underway by your classmates.

Even though I will not respond to every posting, I am reading your responses for quality of thought, quality of expression and I will also be looking when you respond. When students respond to class discussions, **it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is expected that in addition to individual student posts, students will respond to a minimum of 3 posts by fellow classmates per discussion and pose at least 3 thought provoking questions to fellow classmates per discussion. You are expected to log in to E-College three times throughout the week at a **minimum** to read and participate in new discussions.** Needless to say, it's easier to tackle the main issues if you post early, before everyone else has picked over a reading or issue so beware of always being among the last respondents in a discussion.

It's also easier to respond to others when they've taken the time to compose their thoughts into a coherent message. While I'm not completely adverse to non-standard spelling and grammar in discussion groups if I can't follow your thinking in the post, you're probably not going to get as much respect for your ideas as they may deserve. Further, as future school administrators, it is imperative that your communication style be as professional as possible. Therefore, I do ask that you try to be as mindful as possible to grammar, spelling and punctuation when communicating your thoughts.

In sum, in order to receive full credit for the weekly threaded discussions, you should include the following:

- Participate in the class discussion at least 3 different days of out of the week
- Engage classmates in discussions by posing thought provoking questions to at least 3 classmates per week
- Submit your own response to the question posed to the class by the due date, included in your response is your mastery of the class reading and any practical knowledge you believe to be applicable
- Reply to questions posed of you and discussions initiated by your classmates of your post by the due date

I will be reading all discussions and posting comments where I think necessary. I do expect you to **respond to questions posed by me and your classmates** in these postings.

Please keep to the topic listed in the instructions for each discussion thread or group. If you have other issues or concerns, please bring them up in the Housekeeping discussion area available from the E-College "Course Home" unit.

The course policies and the syllabus are subject to revisions which will be posted in the Announcements section of E-College and you are expected to stay on top of changes made. Check back frequently!

**Required Texts and Materials:**

- The Principalship: A Reflective Practice (Sixth Edition) by Thomas Sergiovanni
- The book you choose for your book review
- Remember the Titans – movie

**Professional Ethics:** We cannot do this work without discussing particular principals, collaborating teachers, schools, districts and students. We must be especially sensitive to the personal nature of the information and use discretion in talking and writing about the work.

**Final Exam: April 18-May 4, 2015 (11:59pm)- Late submissions will not be considered**

Under the Unit Titled Final Exam, you will find your final exam questions. You will be presented with 4 questions to respond to in 6 hours. The time will be kept by e-college. You will be presented with a mixture of vignettes and questions about concepts from the class texts. (Samples of the type of vignettes that will be posed can be found under the Housekeeping section of the course). You will be asked to respond to all 4 questions in a maximum of six hours.

Please be sure to incorporate the theoretical knowledge you have learned from the text with practical experiences you have learned in your schools. **Please be sure to exhibit a mastery of the theoretical concepts you have learned in class texts and readings in all of your responses. The final exam is your last opportunity to display your mastery of the theories you have learned from the text. Please be sure to incorporate your understanding of the material in your responses.** Further explanation regarding the exam will be explained on the introductory conference call.

**Book Review: Due April 16, 2015 (11:59pm) Late submissions will not be accepted**

Select one of the publications from the reference list attached to this syllabus and prepare a book review to be presented to the class based on your reading of the publication. Your book review should be between 3-5 double spaced pages and should focus on your critical reactions and interpretations of significant implications of the author's thesis. Additionally, you should (1) include information in your presentation that explains how the author's work can be applied in schools; (2) reflection question/questions that you would like your staff to consider as they read the book (at least one of your questions should include applicability to classroom practice).

As you prepare this review, consider it a review of text that you would potentially share with your faculty to use as part of their professional development. Therefore, the tone of the review should be focused on how the information garnered in the text can be useful in the context of school administration and education. Please keep in mind that your book review will be shared on the course portal and your fellow classmates will be asked to read your review for their own understanding of the text.

Please be sure to include the following issues as well as others in the book review: Evaluate the book for interest, accuracy, objectivity, importance, thoroughness, and usefulness to its intended audience. Show whether the author's main arguments are true. Respond to the author's opinions. What do you agree or disagree with? Why? Illustrate whether or not any conclusions drawn are derived logically from the evidence. Explore issues the book raises. What possibilities does the book suggest? What has the author omitted or what problems were left unsolved? What specific points are not convincing? Compare it with other books on similar subjects or other books by the same as well as different authors. Is it only a reworking of earlier books; a refutation of previous positions? Have newly uncovered sources justified a new approach by the author? Comment on parts of particular interest, and point out anything that seems to give the book literary merit. Relate the book to larger issues. Again - you should include (1) information in your presentation that explains how the author's work can be applied in schools; (2) reflection question/questions that you would like your staff to consider as they read the book (at least one of your questions should include applicability to classroom practice).

Each student should indicate on the course portal which book they have chosen by **Feb 1st** (located under the COURSE HOME section). No more than 2 students may review the same book – so, if 2 classmates have already chosen the book you want, please choose another selection.

**Faculty Meeting Presentation: Due March 26, 2015 (11:59pm)- Late submissions will not be considered**

You have been appointed as the new assistant principal of instruction in a school (please include in your presentation a description of your school, ie – elementary, middle, high school, rural/suburban/urban, small/large population, how many teachers in your school, ect..). You have been asked by your principal to address the faculty and make a 15-20 minute presentation. After reading chapters 11 and 12 of the Sergiovanni text and reviewing the findings about good teaching and effective learning, describe to your staff 10 principles of learning you would like to see reflected in the classrooms in your school. Prepare a 15-20 minute video presentation in which you will communicate what you expect from your teachers and what they can expect from you as you begin observing their classrooms. You may incorporate a PowerPoint presentation (not necessary) in your

video if necessary. Additionally, you may include handouts (not necessary) for your presentation if they are necessary for your presentation.

Please keep in mind that you should be appropriately dressed for the video as if you are addressing your faculty.

You will submit a link to your video presentation directly to the course portal. You should also include an annotated bibliography (using the APA style) with **at least 5 high quality** sources (books and articles) that were used to prepare your presentation in a Word attachment that details the sources you have used to prepare your presentation. You may also attach any handouts that you deem necessary for your presentation directly to the e-college portal.

### **Sample APA annotated bibliography:**

Battle, K. (2007). Child poverty: The evolution and impact of child benefits. In Covell, K., & Howe, R. B. (Eds), *A question of commitment: Children's rights in Canada* (pp. 21-44). Waterloo, ON: Wilfrid Laurier University Press.

Ken Battle draws on his research as an extensively-published policy analyst, and a close study of some government documents, to explain child benefits in Canada. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of Canadian child poverty rates to those in other countries provides a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children from want. He pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve the criticism it received from politicians and journalists. He outlines the NCB's development, costs, and benefits, including its dollar contribution to a typical recipient's income. He laments that the Conservative government scaled back the program in favour of the Universal Child Care Benefit (UCCB), and clearly explains why it is inferior. However, Battle relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from the perspectives of others' analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

### **Principal Interview: due March 6, 2015 (11:59pm) – Late submissions will not be considered**

The text notes in Chapter 12 that the 80/20 quality rule spells out what the balance of emphasis should be as schools engage in teacher evaluation. When more than 20 percent of the principal's time and money is expended in evaluation for quality control or when less than 80 percent of the principal's time and money is spent in professional improvement, quality school suffers.

In a 3-5 page paper, double spaced (12pnt font) paper, students are asked to do the following:

- Interview your principal and elicit responses to the following questions:
  - o How is teacher evaluation/supervision time used by your principal
  - o Does the 80/20 rule fit
  - o What percent of your principal's time is used on evaluation for quality control and what percent of their time are they spending in building the capacities of teachers so that they are more effective in the classroom
  - o Does your principal believe that the current method used by the district facilitates greater student achievement and teacher capacity
  - o Any other questions you believe are pertinent to this conversation
- As you compile your thoughts, provide the following
  - o A review and your assessment of the interview with your principal
  - o Your thoughts of the supervisory model that you think would best meet the needs of your students and teachers
  - o Your thoughts on how effective your principal is in clarifying and helping teachers meet their professional goals
  - o How well you believe your principal holds teachers accountable; examples of some ways that accountability works (or doesn't work) in your school
  - o Do you feel that the professional development, feedback and goals set for you have been effective
  - o Your thoughts on how you might spend less time on quality control issues and more time on teacher capacity and student achievement when you become an administrator

**Grading:**

Faculty Meeting Presentation:	20%
Principal Interview:	20%
Book Review:	20%
Final Exam:	20%
Attendance/Class Participation:	20%
Preparedness	

The following standards provided by the Interstate School Leaders Licensure Consortium (ISLLC) will be addressed in this course:

KNOWLEDGE: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4

DISPOSITIONS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2

PERFORMANCE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Class Reading Schedule**  
**Subject to Change**

Please use only as point of reference; additional readings and class assignments will be assigned throughout the semester

**Week of Jan 20**

Introductions

**Week of Jan 24**

Read Chapters 1-3

**Week of Jan 31**

Read Chapters 4-6

**Week of Feb 7**

Read Chapters 7-8

Please watch the movie Remember the Titans for this week. The movie is a commercially available movie that can be found at most video rental places. If you are unable to find the movie, please contact me – however, please watch the movie to be prepared to respond to posted questions. If you have already seen the movie, please re-watch it and take notes, because we will be discussing the movie with a critical eye toward leadership.

**Week of Feb 14**

Read Chapters 9-10

**Week of Feb 21**

Read Chapters 11-12

**Week of Feb 28**

Read Chapter 13

Principal Interview Due March 6

**Week of March 7**

Prepare for Faculty Meeting Presentation

**Week of March 14**

SPRING BREAK

**Week of March 21**

Faculty Meeting Presentation due March 26

**Week of March 28**

Enjoy the holidays

**Week of April 4**

Prepare for Book Review

**Week of April 11**

Book Review Due April 16

**Week of April 18-May 4**

Final Exam

**Publications to choose from for Book Review**

1. The Results Fieldbook: Practical Strategies from Dramatically Improved Schools, by Mike Schmoker
2. Sustaining Professional Learning Communities, by Alan Blankstein
3. Schools of Fish!: Welcome Back to the Reason You Became an Educator, by Philip Strand
4. Fierce Conversations, by Susan Scott
5. Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, by Richard DuFour
6. School Leadership that Works: From Research to Results, by Robert Marzano
7. What Great Principals Do Differently: Fifteen Things That Matter Most, by Todd Whitaker
8. Teacher Leadership that Strengthens Professional Practice, by Charlotte Danielson
9. The First 90 Days: Critical Success Strategies for New Leaders at All Levels, by Michael Watkins
10. Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools, by Alan Blankstein
11. How the Mighty Fall and Why Some Companies Never Give In, by Jim Collins
12. Principle Centered Leadership, by Stephen Covey
13. How to Thrive as a Teacher Leader, by John Gabriel
14. The Race Between Education and Technology, by Claudia Goldin and Lawrence Katz
15. Why Gender Matters, by Leonard Sax
16. Transforming School Culture by Anthony Muhammad.
17. Outliers by Malcolm Gladwell

## **HOW TO SUCCEED IN THIS ON-LINE COURSE:**

Welcome to a most exciting adventure—our on-line course –

I have taught this course in a traditional face-to-face model and completely on line. 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 and then additional time doing your class readings and research.

### **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.
- Be sure that your email is updated on the E-college system; all emails for this class are generated from E-college so it is imperative that you have an updated email
- 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 rachpereira@yahoo.com.
- Enjoy!

