

**Supervision of Instruction 15:230:521:91**  
**Syllabus- Online Course**  
**Fall 2016**

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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 addressed will include the meaning of supervision, supervision as leadership and as human relations, capacity building through supervision, supervisory techniques, and evaluation in supervision.

**COURSE DELIVERY**

This course is taught fully online. To access the course, please visit <https://onlinelearning.rutgers.edu/ecollege>. For more information about course access or support, contact the eCollege Help Desk via email at <https://rutgersonline.desk.com>.

**STUDENT PARTICIPATION EXPECTATIONS**

In this online course, students are expected to spend the same amount of time required for a “regular” class on the lessons and assignments. Be sure you are logging into the course in eCollege on a regular basis, including weeks with holidays. Students are required to respond to class postings and all assignments in the time frame provided by the professor. The course will be guided by a series of weekly topics, online presentations, readings, discussion forums, and opportunities to respond to the professor and each other. Most importantly, the course will be organized to provide an informative and valuable educational experience for its participants.

**APPLICABLE STANDARDS**

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

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); and
    - 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); and
  - 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; and
    - vi. Leading with a perspective of the larger political, social, economic and legal context.

## **COURSE OBJECTIVES**

Course Objectives are consistent with the six Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC).

Successful learners will be able to:

- Develop an operational definition of supervision, including identification of task areas and their relationships to theoretical and practical knowledge bases;
- Describe and evaluate models for systematically analyzing and improving teacher performance;
- Understand and apply theories of research on supervision;
- Apply appropriate supervisory techniques in classroom observation, conferencing, questioning, and reflection;
- Understand additional supervisory methods, 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; and
- 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; and
- 3) Understand various supervisory strategies for promoting instructional improvement.

### Skills

- 1) Conduct pre and post conferences using strategies that enable teachers to become reflective and self-directed;
- 2) Observe and critique effective supervisory strategies; and
- 3) Utilize appropriate techniques to observe and evaluate teaching.

### Disposition Goals

- 1) Supervise with equity and fairness;
- 2) Understand the importance of collegiality; and
- 3) Conduct all supervisory practices with an appreciation of diversity.

## COURSE EXPECTATIONS

### A. Readings

#### 1. Text

Glickman, C., Gordon, S., Ross-Gordon, J. (2014). *SuperVision and Instructional Leadership: A Developmental Approach*. (9th edition) New York: Pearson

#### 2. Course Assignment and Reading Schedule

A course assignment schedule of class topics with associated readings and articles can be accessed from the course website on Rutgers eCollege.

To use this resource you must:

- a.) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- b.) Access eCollege at: <https://onlinelearning.rutgers.edu/ecollege>
- c.) After logging in, click the “Go to Course” option in the left menu bar. Then select the link for your Supervision and Instruction course.

eCollege 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://www.libraries.rutgers.edu/>

### B. Course Assignments (Due dates are on Course Assignment and Reading Schedule)

Students are expected to complete each of the following written assignments.

Electronic copies of all completed assignments should be submitted to eCollege Dropbox.

(Note: Further details for assignments will be available on eCollege Doc Sharing)

#### 1. Lesson Questions and Responses

On a weekly basis and according to the Course Assignment and Reading Schedule, respond to Discussion Forum questions based on reading assignments. Responses are due on dates specified on the schedule and should be posted to eCollege Discussion Forum.

#### 2. Assignment/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 years, one 5- 10 years, one more than 10 years. Be certain to make appropriate arrangements for observations.

- 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** (eCollege Doc Sharing):
  - 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).
- Submit to eCollege Dropbox.

### 3. Assignment/Paper Two – Observation of Teachers and Classes

*Note: This is a portfolio piece for Educational Administration students. **In addition to submitting to the eCollege Dropbox**, it should **also** be uploaded to the Educational Administration Portfolio “Sakai” site. See eCollege Doc Sharing Assignment/Paper 2 for Evaluation Rubric and Instructions for uploading tasks (Student Instructions for Uploading Demonstration Task Assignments).*

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 years, one 5- 10 years, one more than 10 years. The teachers involved need not be the same as those used in the student observation paper (Assignment/Paper One). Be sure to make appropriate arrangements for observations.

- Similar to Assignment/Paper 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(s) - 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/Paper One. You will be discussing each class separately before drawing a general conclusion.
- Follow **Assignment Guide Two** (eCollege Doc Sharing):
  - 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 needing improvement). 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).
- Submit to eCollege Dropbox (and upload to Sakai- see above).

#### 4. Assignment Three/Final Paper – Professional Development Plan

- Follow **Assignment Guide Three** (eCollege Doc Sharing):
- Select one of the three teachers you observed for Assignment/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.
- Total paper should be 8-12 pages (double-spaced).
- Submit to eCollege Dropbox.

#### C. Other Online Communication Tools

##### 1. Student Lounge

Students will have the opportunity to interact with each other regarding Assignments/Papers One, Two and Three.

##### 2. Class Help: Ask a Question

Students can use this for communication and questions to the professor and/or other students.

#### GRADING

Grades will be assigned on a point-basis. Instructor feedback will be provided on a regular basis. A determination that students in this class participated in online activities, understood the material, and were able to apply this understanding practically will be based on the following:

Activity	Point Values
Lesson Questions and Responses-Discussion Forum	28 points
Paper One: Student Observation	17 points
Paper Two: Teacher Observation	30 points
Final Project: Professional Development Plan	25 points
Total	100 points

#### Grading Scale (based on points)

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	Below 60

All assignments must be placed in the appropriate eCollege Dropbox on the stipulated dates they are due. No late assignments will be accepted.

Students are reminded of the Rutgers Academic Integrity Policy which governs all class activities and assignments. <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

### **HOW TO SUCCEED IN THIS ONLINE COURSE:**

Students report that in an online 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.

- In an online 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.
- 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 online groups, and respond in the discussion forum format.
- You need to be able to manage your time well so that assignments are submitted on time. You should expect to login to the course at least three times a week and spend at least two to three hours doing your online lessons.
- An online course requires you to be a more critical and creative thinker who can make personal “sense” of what you are to do to succeed in this course.

### **ETHICS FOR AN ONLINE COURSE**

The same standards of conduct and courtesy apply online 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 online. Here are some suggestions:

- Participate and share. 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.
- Please remember to be kind and polite to all those with whom you communicate on -line. Derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action as they would have if they occurred in a traditional classroom.
- Ask questions and respond to others so that we can help each other learn and grow as teachers, administrators, and people.

### **DISABILITY ACCOMMODATIONS STATEMENT**

In order to ensure full class participation and to meet individual learning needs, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note taking or test taking procedures) is encouraged to contact the professor at the beginning of the course. Additional assistance is available at <https://ods.rutgers.edu/>