RUTGERS
Graduate School of Education

Department of Educational Theory, Policy and
  Administration
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Supervision of Instruction
Spring 2017 Semester
15:230:521 Section 90 Index 06307
3 Credits

Instructor: Dr. Thomas Tramaglini	Day & Time: Online
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Mode of Instruction: ___ Lecture ___ Seminar	___ Hybrid X Online

Learning goals

- To prepare future educational leaders to serve as supervisors of instruction in several areas:
- To understand effective instruction, including a systems perspective
- To analyze technical components of teaching and learning
- To measure student achievement from an instructional perspective
- To provide a course that details efficacious understanding of instruction and how to improve instruction through the clinical supervision process
- To use data to drive change in instruction, and ultimately effecting multiple student outcomes
- To understand current educational code and policy that guides teaching and learning, that is instructional performance

Course catalogue description

Aspects of supervision, such as definition and scope; philosophy, issues, principles, and techniques; understanding and improving the learning situation; and evaluation of supervision. Basic course; prerequisite to advanced study in supervision.

Class materials/ Textbooks:

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

Jackson, R.R. (2013). *Never underestimate your teachers: Instructional leadership for excellence in every classroom.* Alexandria, VA: ASCD.

Other readings as assigned throughout the course will be differentiated by learning need of the students

Syllabus – While the syllabus presents an array of information, the eCollege weekly syllabus should be what you follow, as literature and assignments with live hyperlinks are found there.

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Course Information:

Statement regarding online coursework: 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.

RU Tech Support for eCollege and Online Courses
help@ecollege.rutgers.edu • 877-778-8437 (24/7/365)

Educational Technology Recommendation: While the eCollege works in both the PC and Mac (Safari Best Browser) environments, I would suggest that anyone using the class live components of eCollege get to the online meetings early. Make sure that your Java is updated. The online classes are always recorded for download and you can go back and replay the classes anytime. If you have any specific questions, please notify RU IT as they are always great to work with. I also have learned some more feeble ways to fix some of your issues, but I can't guarantee that I can fix your problem – but I will try to help as best I can.

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 and Field Work: 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

Notes about observations:
You are going to need to do several observations of teachers for this class. Please make sure that you have a network of teachers who agree in advance to have you watch teach. All data collected or observations are not to be shared with anyone and always use fake names to protect the innocent. If the teacher asks you to share what you saw, don't be critical – not your job. Just collect observation data for the purposes of this course. If you need help, let me know and I can find you observations at different places around the State.

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 (2011) and Jackson (2013) texts will be deployed via eCollege.

Writing Parameters: You will notice that most of your assignments have a word limit or a range that I would like to see – Please understand that this is a soft parameter and if you need to go beyond the minimum limits to promote the quality of your assignment, please do so. You have

that leeway as long as you don't get carried away. That is, if the range is 700-800 words and you write 3,500, that is going overboard.

Blogs and Journals: Journal entries for this class are always graded for content and writing based on the rubrics attached in eCollege. Journal entries should not be narratives or opinion pieces. Instead, each journal entry should follow academic writing standards, including citations where necessary. I always read and respond to every journal entry. I try to do this within one week of its due date. Usually I am very quick to grade. All comments and grades should be visible in the gradebook section of eCollege. Blogs, are where you can begin to write more freely with narrative. I don't typically respond to Blog Entries, but I read every word. I use Blogs to get a discussion between students and I want students to see how each other things with regards to the content of the course and experiences. I do grade blogs as per the rubric and if I comment, it's usually through email as to not bias or complicate communication within the class.

State or Professional Organization 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; 5.5; 6.7)

<u>**Grading and Activities**</u>:

Grading:

Final Examination	15 points possible
Demonstration Task	25 points possible
Journal Entries	30 points possible
Blog Entries and Responses	30 points possible

All assignments are due Sunday night at 10 PM unless noted otherwise on syllabus.

<u>**Academic Integrity Policy:**</u>

The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

<u>**Office of Disability Services:**</u>

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.

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<u>**Course Schedule:**</u>
Tentative list of topics for discussions (by week)

Week	Week Of	Topic	Assignments/ Readings
1	1.17.2017 (Tuesday)	ACHIEVENJ; TEACHNJ; Teacher Effectiveness in NJ	**Assigned Reading** Read A Guide to the Teach NJ Act (Click Here) Read and Review the Achieve NJ Website (Click Here) Read The NJ Code for Teacher Effectiveness (Click Here) **Download and listen to Webinar** **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? e-mail assignment to Dr. Tramaglini **Blog Assignment #1 (Blog Assignment #1):** After you have read the original Teach NJ Act, read through the Achieve NJ Website, and the Code for Teacher Effectiveness, provide a brief blog post that describes and discusses any three important themes that you believe are pertinent from the readings. *Blog Assignment - 500 – 750 words, well written [Click here to go to the BLOG Site]*
2	1.23.2017	What is Effective Instruction I? Lesson Structure	**Assigned Reading** Chapter 1 (Gall & Acheson); Introduction, Chapter 1 (Jackson) Download and review Observation Scripting Tool **Download and listen to Webinar** **Blog Response #1 (Blog Assignment #2):**

			In eCollege, respond to at least three different blog entries of your peers from the previous week's blog entries. Blog responses must be at least 150-250 words, and display strong effort to add academic support or enhancements of your colleagues' blog entry. *Blog Responses - 150 – 250 words, well written [Click here to go to the BLOG Site]*
3	1.30.2017	What is Effective Instruction II? Lesson Procedure	**Assigned Reading** Chapter 2 & 3 (Gall & Acheson) **Download and listen to Webinar** **Blog Assignment #2 (Blog Assignment #3):** Create a blog entry about the following prompt: Think about your first (if you cannot remember your first observation, choose a more recent one) 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? What was the impact that the observation had on you? Was that impact, negative, neutral or positive sustainable? *Blog Assignment - 500 – 750 words, well written [Click here to go to the BLOG Site]*
4	2.6.2017	Supervision of Instruction Techniques: Selective Verbatim; Narrative; Seating Charts and Patterns; Charting and Recording Techniques; Instructional Leadership versus Managerial; Models of Instruction	**Assigned Reading** Chapter 11 & 12 (Gall & Acheson); **Journal Entry #1** Watch the following 12 minute lesson: Click here 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, length of 750 words. Email assignment to Dr. Tramaglini by 2.14.2017

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| 5 | 2.13.2017 | Understanding and Diagnosing Skill | **Assigned Reading**
Chapter 2 (Jackson)

Download and listen to Webinar

Journal Entry #2 (Observation)

Informally observe one teacher in your school. Choose any teacher, but try to choose one that you don't normally watch.

Using the Observation Scripting Tool (see week 2), 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 <u>must limit</u> 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.
      o Note: Observation write-ups are <u>descriptions</u> 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
      o Identify the instructional activities/strategies that you believe were most effective/successful. (Limit 3 best.) Provide rationale for your choices.
      o Identify the aspects that you believe were least effective/successful and need to |

			be improved. (Limit 3 most needy.) Provide rationale for your choices.
			o Provide specific suggestions for the teacher to improve the aspects identified above as needing improvement. (Limit 3.) Again, provide rationale.
			o 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."
			o 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.
			Send Dr. Tramaglini your completed scripting tool via email by 2.20.2017
6	2.20.2017	Formal Observation Experience; Addressing the Skill(s) of Teachers	**Assigned Reading** Chapter 4 & 5 (Gall & Acheson); Chapter 3 (Jackson) **Journal Entry #3 (week 1) – Observation** *****You have 2 weeks to complete Journal Entry #3** Informally observe one teacher in your school. In eCollege, write a journal entry reviewing your experiences following the framework previously noted (Journal Entry #2): 12 pt font, minimum of 3 pages. (Assignment Due 3/5/2017) Send Dr. Tramaglini assignment via email
7	2.27.2017	Supervision of Instruction Techniques: Wide-Lens and	**Assigned Reading** Chapter 12 & 13 (Gall & Acheson); Chapter 4 (Jackson)

		Quantitative Parameters; Understanding and Identifying the Will of Teachers to Increase Effectiveness	**Journal Entry #3 (week 1) – Observation** *****You have 2 weeks to complete Journal Entry #3** Informally observe one teacher in your school. In eCollege, write a journal entry reviewing your experiences following the framework previously noted (Journal Entry #2): 12 pt font, minimum of 3 pages. (Assignment Due 3/5/2017) Send Dr. Tramaglini assignment via email
8	3.6.2017	Addressing a Teacher's Will to Improve; Field Work; Introduce Demonstration Task	**Assigned Reading** Chapter 8 & 9 (Gall & Acheson); Chapter 5 (Jackson) **Download and listen to Webinar** **Blog Assignment #3 (Blog Assignment #4):** Write a reflection on your first observation experience in this class. What did you think about the process? What questions do you have? What are some things that you have learned? *Blog Assignment - 500 – 750 words, well written [Click here to go to the BLOG Site]*
-	3.13.2017	*Spring Break*	
9	3.20.2017	Field Work; Demonstration Task	**Work on Demonstration Task – Due 4.3.2017 by 10 PM - Send to Dr. Tramaglini via email**
10	3.27.2017	Field Work; Demonstration Task	**Work on Demonstration Task – Due 4.3.2017 by 10 PM - Send to Dr. Tramaglini via email**
11	4.3.2017	Not Underestimating Teachers: The Good, The Bad, and The Ugly	**Assigned Reading** Chapter 5 (Gall & Acheson); Chapter 6 and Conclusion (Jackson) **Blog Entry #4 (Blog Assignment #5):** Create a blog entry about the following prompt: In your own words, what do you think is the take away from Jackson's book that you are most skeptical about? While theory and reality can be a harsh or idealistic approach to supervision of instruction, what might exist or be important in being successful as an instructional leader might be quite daunting.

			Blog Assignment - 400 – 600 words, well written [Click here to go to the BLOG Site]
12	4.10.2017	Walk-Throughs; Instructional Collaboration; Inter-rater Reliability; Ethics of Supervision; Mentoring and Supervision of Instruction – Effective Instructional Growth	**Assigned Reading** Chapter 7 (Gall & Acheson) Read Darling-Hammond (2000) **Download and listen to Webinar** **Blog Entry #5 (Blog Assignment #6):** 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 Assignment - 400 – 600 words, well written [Click here to go to the BLOG Site]* *****REVISIONS of Demonstration Tasks Due April 16, 2017 via email to Dr. Tramaglini**
13	4.17.2017	Corrective Action Plans; Professional Development Plans; Growth Plans	**Assigned Reading** None Assigned **Download and listen to Webinar** Review Professional Development Materials and Corrective Action Code from the NJDOE Website. Link and updated materials based on ever-changing New Jersey Administrative Code provided closer to due date. *****REVISIONS of Demonstration Tasks Due April 16, 2017 via email to Dr. Tramaglini**
14	4.24.2017	Final	**Final Examination Project** Webinar Posted – Directions for Final Examination project to be posted by 4/24/2017 (Directions will be sent)
15	5.1.2017	Final	**Final Examination Project Due** Final should be completed and e-mailed to Dr.

			Tramaglini by 5/3/2017