

Supervision of Instruction 15:230:521:B1
Syllabus- Online Course
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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/canvas>. For more information about course access or support, contact the Canvas 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 Canvas 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. (2018). *SuperVision and Instructional Leadership: A Developmental Approach*. (10th 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 Canvas.

To use this resource you must:

- a.) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- b.) Access Canvas at: <https://onlinelearning.rutgers.edu/canvas>
- 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.

Canvas 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 Canvas Assignments.

*Lesson Questions and Responses

Based on 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 Canvas.

*Assignment One – Writing Up a Class Observation

- Follow the Assignment One Guide.
- Read the description of a class period provided in Assignment One Guide.
- Based upon on-line discussions and readings, identify the strengths and weaknesses of the class using only the provided description. Make no assumptions. Work only from what is reported in the description.
- Provide specific recommendations that the teacher will be expected to follow to improve on the weaknesses you have identified. Provide rationale for recommendation.
- In the description provided, the actual classes, teachers, or students observed are not identified. Classes are observed as Class I. Individual students are labeled A, B, C etc.

- Your finished paper should be three (3) pages maximum. NO MORE, PLEASE!
- Submit to Canvas Assignments.

*** Assignment Two – Observation of a Class**

- Follow the Assignment Two Guide.

View this video of a classroom lesson:

https://www.youtube.com/watch?v=e_K-K7afvFM&feature=em-share_video_user

- Based upon your observation of the lesson:
 - Describe the classroom lesson including class activities, teacher actions, student behavior etc. in TWO (2) pages or less.
 - In the next two – three pages:
 - Identify the strengths and weaknesses of the class based upon your description. Work only from what you reported in the description.
 - Provide specific recommendations that the teacher will be expected to follow to improve on the weaknesses you have identified.
- The total paper must not exceed five (5) pages, double-spaced. NO MORE, PLEASE!
- Submit to Canvas Assignments.
- NOTE: This is a portfolio piece for Educational Administration students.

***Assignment 3– Professional Development Plan**

- Follow the Assignment Three Guide.
- Read the description of a class period provided on Canvas.
- Based upon class discussion and readings, identify the strengths and weaknesses of the class using only the provided description
- Provide specific recommendations that the teacher will be expected to follow to improve on the weaknesses you have identified.
- Outline the recommendations that you would make to establish a two (2) year individual professional development plan for the teacher in the description.
- Be sure to include specific areas to be addressed and specific actions/activities that you believe would be beneficial to the hypothetical teacher to:
 - Improve the quality of student learning in the teacher’s classes
 - Expand the professional capacity of the teacher
- Submit to Canvas Assignments.

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	30 points
Assignment One: Writing Up a Class Observation	15 points
Assignment Two: Class Observation	30 points
Assignment Three: 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
F	Below 60

All assignments must be placed in the appropriate Canvas Assignments 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/>

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