Supervision of Instruction 15:230:521:91
Syllabus- Online Course
Fall 2018

Gail S. Verona, Ed.D. Phone: 848-932-0626 X20626
Room 020 Email: gail.verona@gse.rutgers.edu
Graduate School of Education

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 Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement
1. **General Leadership:**
   *Effective educational leaders:*
   Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
   Standard 2. act ethically and according to professional norms to promote *each* student’s academic success and well-being.
   Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
   Standard 10. act as agents of continuous improvement to promote *each* student’s academic success and well-being.

2. **Instructional Leadership:**
   *Effective educational leaders:*
   Standard 1, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
   Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
   Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
   Standard 6. develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
   Standard 7. foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
   Standard 10. act as agents of continuous improvement to promote *each* student’s academic success and well-being.

3. **Management:**
   *Effective educational leaders:*
   Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
   Standard 6. develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
   Standard 9. manage school operations and resources to promote each student’s academic success and well-being.

4. **Context/Community:**
   *Effective educational leaders:*
   Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
   Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

**COURSE OBJECTIVES**

Course Objectives are consistent with the ten Professional Standards for Educational Leaders (PSEL) 2015.
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**

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](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.

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 Canvas.

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:
  - 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 Canvas Assignments as a Word Document.

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

Note: This is a portfolio piece for Educational Administration students. See Evaluation Rubric.

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**:
  - Write a one- two page, concise description of your observations in each class. Then individually for each class:
    - Identify the three instructional activities/strategies that you believe were most effective/successful. Provide rationale for your choices.
    - Identify the three aspects that you believe were least effective/successful and need to be improved. Provide rationale for your choices.
    - Provide three specific suggestions for the teacher to improve the aspects identified above as needing improvement. 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 Canvas Assignments as a **Word Document**.

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

- Follow **Assignment Guide Three**:

  - 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).
  - Professional Development Plan may be in chart or text format (see posted samples).
  - Submit to Canvas Assignments as a **Word Document**.

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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Questions and Responses-Discussion Forum</td>
<td>28 points</td>
</tr>
<tr>
<td>Paper One: Student Observation</td>
<td>17 points</td>
</tr>
<tr>
<td>Paper Two: Teacher Observation</td>
<td>30 points</td>
</tr>
<tr>
<td>Final Project: Professional Development Plan</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>

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 submitted to 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/](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 online. 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/