

Rutgers University
Graduate School of Education
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Administration and Supervision of Elementary and Secondary Schools

Course Syllabus

Online Course, Spring 2018

Instructor

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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 days 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 (including citation to the text or other materials) 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
- Please keep in mind that late posts to the weekly discussion will not be accepted. It is imperative that you submit your weekly posts and responses to your classmates in a timely fashion (by 11:59pm of the due date). I have explained more on the intro conference call. However, since the class will move forward with the next week immediately after the due date, you should complete everything in a timely fashion.

It is not my desire to be overly prescriptive, however, since this is an online medium, it is important in order to be respectful of everyone that we follow these guidelines, otherwise, we cannot maintain our class discussions.

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:

- Supervision and Instructional Leadership: A Developmental Approach (10th Edition) by Glickman
- 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.

All activities in this course align with the Professional Standards for School Leaders (PSEL) 2015. The New Jersey Administrator Code 6A:9-3.4 Professional Standards for School Leaders School leader preparation, district induction, and professional development programs shall align their learning opportunities with the Professional Standards for Educational Leaders 2015, developed by the National Policy Board for Educational Administration (NPBEA), incorporated herein by reference, available at [http://www.npbea.org/wp/wpcontent/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL- 2.pdf](http://www.npbea.org/wp/wpcontent/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf).

Final Exam: April 14-30th (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.

Faculty Meeting Presentation: Due March 21 (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. During this presentation you will 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 it makes your presentation flow easier. Additionally, you may include handouts (not necessary) for your presentation if they help for delivery of 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:

Awbrey, S. M. (2005). "General education reform as organizational change: Integrating cultural and structural change." *The Journal of General Education*, 54(1), 1-21.

Awbrey argues that general education reform efforts, to be effective, must first identify cultural perspectives and foster changes in institutional culture before seeking structural changes such as reorganization of curriculum. To assist in such a task, the article introduces a framework of organizational culture that operates at three levels: structural artifacts (e.g. distribution requirements or writing across the curriculum programs); models and their underlying values and beliefs about "what it means to be an education person (e.g. "great books," "scholarly discipline," or "effective citizen" approaches); paradigmatic assumptions about "what can be known and how we develop knowledge"

(e.g. positivism, pragmatism, or constructivism). In addition, the article introduces an analogous framework of organizational learning that operates at three levels: “single-loop learning” that is knowledge additive but does not alter underlying values or beliefs; “double loop learning” that is reflective and reshapes models and beliefs; and “triple-loop learning” that is transformational insofar as it alters how members view themselves and their organization. Missing from the article, however, are any empirical case studies that illustrate the efficacy of the proposed models or document exactly how “unsuccessful” reform efforts have failed to follow the integrative approach suggested.

Current Events: Due by March 2 (11:59pm)

The study of educational policy and administration is made much more interesting and relevant through reference to the “real world.” Each student must present a link to an article describing a current issue in educational policy and 4-6 paragraphs sharing their view of the topic. Articles should be published within the past 2 months. It is thus strongly recommended that students follow current events by reading a major daily newspapers and blogs such as The New York Times, Wall Street Journal, and Education Weekly, amongst others.

Grading:

Faculty Meeting Presentation:	20%
Current Events:	10%
Final Exam:	20%
Attendance/Class Participation:	50%
Preparedness	

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 16

Introductions

Week of Jan 20

Read-

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1092&context=cpre_researchreports

Week of Jan 27

Read -

<http://www.transformationalleadership.net/products/TransformationalLeadershipReport.pdf>

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 3

Read chapters 1-5

Week of Feb 10

Read chapters 9-11

Week of Feb 17

Read Chapters 15-18

Week of Feb 24

Current events article due

Week of March 3

Prepare for Faculty Meeting Presentation

Week of March 10

SPRING BREAK

Week of March 17

Faculty Presentation Due

Week of March 24

Read chapter 19 Chapter 20

Week of March 31

Prep for final exam

Week of April 7

Read Chapters 21-23

Week of April 14-30

Final Exam

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!

