Summer 2018-Session 3
Supervision of Instruction 15:230:521 Internet Course
Rutgers University
Graduate School of Education

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Course Description:
The focus of this course is to provide emerging instructional supervisors and principals with leadership skills and reflective practices for recognizing the vital importance of high quality teaching as well as developing awareness of its complexity. Embedded in a supervision framework or process is important, interacting factors such as: New Jersey Core Curriculum Content Standards, collaborative supervision and professional development models, and ever emerging research on brain based learning and differentiated instruction.

APPLICABLE STANDARDS

This course is designed to further 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);

     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;
Course Objectives Consistent with Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)

Students will know and understand that a school administrator is an education leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Standard a) continuous school improvement
   b) high standards of learning
   c) assessment data related to student learning are used to develop the school vision and goals
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Standard 2)
   a) professional development promotes a focus on student learning
   b) professional development is an integral part of school improvement
   c) principles of effective instruction
   d) a variety of supervisory and evaluation models
3. ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment (Standard 3)
   a) human resource functions support the attainment of school goals
4. collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources (Standard 4)
5. acting with integrity, fairness, and in an ethical manner (Standard 5)
   a) protects the rights and confidentiality of students and staff
   b) demonstrates and models values, beliefs, and attitudes that inspire others to higher levels of performance
   c) treats individuals fairly, equitably, and with dignity and respect
6. responding to the larger political, social, economic, legal, and cultural context (Standard 6)

**COURSE OBJECTIVES:**

Successful learners will be able to

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

**Skills**
1) Conducting pre and post conferences using strategies that enable teachers to become reflective and self-directed
2) Observing and critiquing effective supervisory strategies
3) Utilizing appropriate techniques to observe and evaluate teaching

Disposition Goals
1) Equity and fairness
2) Collegiality
3) Appreciation of diversity

Organization of Course:
The course is offered as an internet course—this means that learners are expected to spend the
same amount of time required for a “regular” class on the lesson and assignments. Students are
required to respond to class lecture postings and all assignments in the time frame provided by
the professor. The course will be guided by a series of lectures, on-line discussions, and analyses
of relevant scenarios. The lectures will serve as launching pads from which discussions,
individual and group activities, additional readings, and on-line work-sessions will eventuate.
Sufficient time will be allotted for discussions and informal and task-oriented group sessions.
Most importantly, the course will be organized to provide an informative and valuable
educational experience for its participants. Self-reflection forms a most integral part of this
course. Students are required to keep personal journals and develop an informed supervisory
platform.
The instructor has provided additional information relating to how to succeed in the internet
format in a separate document. Please read “How to Get an “A” in an Internet Course,”
“Checklist for Internet Course Success,” and “Ethics for Our Internet Course” which are
included at the end of this document.

ASSESSMENT:
Responses are due when assigned by professor. Submit assignments in the course drop box. Even
if a student completes all responses, if they are not on time, student will not receive full credit.
Attainment of the course objectives will be determined and assessed by the following:
1. Complete personal journal assignment containing all required responses (topics provided by
instructor and including responses to Good to Great) and summative reflection on journal
process. 100 points
2. Contribute three resources (articles, books, Internet sites, etc.) and personal written
summaries for the class annotated bibliography of resources on supervision. Due to professor via
drop box and posted on discussion board for classmates. 30 points
3. Complete midterm. 50 points
4. Complete the final exam. 20 points

MAJOR PAPERS:
5. Paper One – Movie/observation–Details to follow– 100 points
6. Paper Two: Evaluation of district’s observation and evaluation system–Details to follow– 100
points

7. Lesson questions and responses. Due to professor as indicated in course outline. 100 points

Grading:
Course Grades: (out of 500 possible points)

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<th>GRADE</th>
<th>PERCENT</th>
<th>POINTS</th>
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<td>A</td>
<td>93.00 – 100.0 %</td>
<td>Point totals will be converted to percentages.</td>
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Any mid-course modification of course assignments that result in changes to possible point totals will be reflected accurately as percentage of total possible points earned.

### Format for Student Work

All students must use APA format for student papers, citation, and bibliography.

**TEXTS:**


**Disability Accommodations Statement**

If you have any disabling condition that I should be aware of in order to better meet your individual learning needs, please do not hesitate to inform me. In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note taking or test taking procedures) is strongly encouraged to contact me at the beginning of the course. Additional assistance is available through the New Brunswick Campus Coordinator at (732) 932-1711.

### Tentative Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Lesson 1-7/10</td>
<td>What will I learn in this course? What is required of me in this course? What is supervision? What is leadership?</td>
<td>Glickman, pp.3-20 Collins, pp. 1-16</td>
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<td>Lesson 2-7/13</td>
<td>What effects have schools as they are and as they should be had on supervision practices? How does adult learning theory enlighten supervision?</td>
<td>Glickman, pp. 21-92 Collins, pp. 17-40 Responses due to professor from 7/10</td>
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<td>Lesson 3-7/17</td>
<td>What is my educational philosophy? How does this affect what I believe about supervision?</td>
<td>Glickman, pp. 93-128, 459-463 Collins, pp. 41-64 Responses due to professor from 7/13</td>
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<td>Lesson 4-7/20</td>
<td>What is developmental supervision? What is the difference between directive control behaviors and directive informational behaviors? What are collaborative</td>
<td>Glickman, pp. 130-171 Collins, pp. 65-89 Responses due to professor from 7/17</td>
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<td>Lesson</td>
<td>5-7/24</td>
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<td>What is the underlying rationale for developmental supervision?</td>
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<td>Lesson</td>
<td>6-7/27</td>
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<td>How can instruction be improved through observation and feedback?</td>
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<td>What are types and purposes of teacher evaluation?</td>
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<td>Lesson</td>
<td>7-7/31</td>
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<td>What types of direct assistance can be given to a teacher?</td>
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<td>Lesson</td>
<td>8-8/3</td>
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<td>How does one apply developmental supervision to groups?</td>
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<td>Lesson</td>
<td>9-8/10</td>
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<td>How does one develop the technical supervisory skills pertaining to professional development, curriculum development, and action research?</td>
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<td>Lesson</td>
<td>10-8/14</td>
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<td>How does a supervisor work to create a culture of continuous improvement?</td>
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<td>How does a supervisor connect the cultural tasks of supervision that facilitate change and address issues of diversity?</td>
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<td>Lesson</td>
<td>11-8/15</td>
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<td>How does a supervisor work toward building a democratic, moral, and ethical professional learning community?</td>
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<td>Lesson</td>
<td>12-8/15</td>
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<td>What is your supervisory</td>
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HOW TO SUCCEED IN THIS ON-LINE COURSE:
Welcome to a most exciting adventure—our on-line course – Supervision of Instruction-
I have taught this course in a traditional face-to-face model, completely on line, and as a hybrid
experience
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 it the course at least three
   times a week and spend at least two to three hours doing your on-line lessons.

5) An on-line course places significantly less emphasis on lecturing by the professor. You are
   required to be a more critical and creative thinker who can make personal “sense” of
   what you are to do to succeed in this course.

Checklist for On-Line Course Success
 o 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.
 o Learn the on-line Rutgers course system during the first week of the class.
 o Log into the course frequently.
 o Discover when and where you work best on-line. Create a schedule for yourself.
 o Be patient with yourself, your computer, and the Internet
 o Download and print documents/lessons you want to study or consider in depth.
 o Save your work in more than one place.
 o Find a friend or buddy who can help you achieve.
 o Work hard.
 o 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 or phone numbers.
 o Enjoy!

Ethics for Our On-line Course
The same standards of conduct and courtesy apply on-line 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 on-line. Here are some suggestions:

1. Participate and share.
2. 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.
3. I always hope that I don’t really need to include this but please, please remember to be kind and polite to each other and to me. Derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action as they would have if they occurred in a traditional classroom.
4. Ask questions and respond to others so that we can help each other learn and grow as teachers, administrators, and people.