EDUC523

Course Summary

Course : EDUC523 **Title :** Supervision of Instruction
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course will study the evaluation process and candidates will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Strategies for coaching and mentoring teachers for improved student achievement will be presented. Candidates will focus on the process of gathering data for the formal evaluation process and on providing professional development to meet teacher needs. Attention will also be given to analyzing and interpreting assessment results and other instructional data and how to deliver effective professional development to improve teaching and learning.

Course Scope:

This course emphasizes the enhancement of knowledge and the use of supervisory strategies for adapting instruction and improving instruction while ensuring access and participation of all students, including those with special needs, to achieve high academic standards. The course will give candidates knowledge of the principles, purposes, organization and development of supervisory programs. Theory and practice of the principles, techniques, and procedures in improvement at the elementary and secondary school levels will be addressed.

Objectives

After successful completion of this course, candidates will be able to:

1. Develop a plan for completing a comprehensive evaluation of teachers and support staff. (ELCC 2.2, 2.3, 4.1, 5.1) (PII 3.A, 3.F, 3.H, 6.A, 6.C)
2. Critique strategies from current research literature for creating an empowering environment that supports innovative teaching and 21st Century learning for all students. (ELCC 2.4) (PII 3.G, 3.J, 4.B, 5.A, 5.B, 6.B)(N 3)
3. Create a professional development plan that includes personal goals for developing skills for the supervision of instruction. (ELCC 5.4) (PII 3.C, 3.E, 6.C)
4. Analyze organizational learning for school cultures, goal setting, change processes, and group dynamics. (ELCC2.3, 4.2)(PII 3.I, 3.K, 4.B, 5.A, 5.B,6.B)
5. Create a case study around the concepts of building consensus, communication, and resolving

conflicts in order to align resources to improve achievement. (ELCC 2.1.) (PII 6.C)
6. Prepare quality professional development activities for improved learning and teaching with technology. (ELCC 2.4) (PII 3.D, 3.J. 6.C)

Outline

Week 1: Lesson 1--Supervision and the Dynamic School

Objectives

- Analyze the effects of supervision on school culture.
- Discuss supervision in successful schools.
- Analyze the relationship between supervision and moral purpose.
- Analyze in what ways the characteristics of successful schools are connected to your own work environment and building leaders.
- Assess whether your school environment has the characteristics of a Dynamic School.
- Provide recommendations for school improvement.

Reading

- Readings posted in Lesson 1 Reading & Resources in Classroom

Assignment(s)

- There are no additional assignments for this lesson.

Forum(s)

- Introductions
- Forum 1: Supervision
- Forum 2: Successful Schools

Week 2: Lesson 2--Professional Development, Adult Learning, and Supervision

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Objectives

- Evaluate the impact of judicial law and legislative law on compulsory attendance.
- Discuss adult and teacher development and its relationship to supervision.
- Create a professional development survey.
- Create a professional development activity based on the results of the professional development survey.
- Discuss the relationships among educational beliefs, teaching and instructional supervision.
- Analyze Supervisory Beliefs on Educational Philosophy or Platform.
- Analyze Supervisory Belief on Teacher Development.

Reading

- Readings posted in Lesson 2 Reading & Resources in Classroom

Assignment(s)

- Assignment 1: Professional Development Survey
- Campus Planning Project 1: Supervisory Platform

Forum(s)

- Forum 3: Professional Development
- Forum 4: Relationships Among Educational Beliefs, Teaching and Instructional Supervision

Week 3: Lesson 3--Supervision Approaches and Professional Development Planning

Objectives

- Explain how to assess your supervisory performance using 360-degree feedback.
- Create a personal professional development plan focused on skills needed for supervising instruction.
- Provide an example of how a directive controlling supervisor can move toward directive informational behaviors.
- Discuss how to assess whether to use directive control approach in an appropriate situation.
- Analyze why you would use the directive informational approach with a teacher and how you would develop your skill set.

Reading

- Readings posted in Lesson 3 Reading & Resources in Classroom

Assignment(s)

- Assignment 2: Personal Professional Development Plan
- Assignment 3: Directive Approach Example

Forum(s)

- Forum 5: Personal Areas of Growth
- Forum 6: Directive Approach

Week 4: Lesson 4--Supervisory Approaches and Leadership

Objectives

- Compare and contrast nondirective and collaborative supervisory behaviors.
- Create scenarios for using nondirective behavior or for using collaborative behavior.
- Analyze a case study on developmental supervision.
- Reflect on learning related to developmental supervision.

Reading

- Readings posted in Lesson 4 Reading & Resources in Classroom

Assignment(s)

- Assignment 4: Compare/Contrast Non-Directive and Collaborative Leadership

Forum(s)

- Forum 7: Nondirective and Collaborative

Week 5: Lesson 5--Approaches to Program and Teacher Evaluation

Objectives

- Develop a plan for completing a comprehensive evaluation of teachers and support staff.
- Describe the best approach to summative and formative evaluations for teachers.
- Explain how program evaluation can be used to improve learning and instruction.

Reading

- Readings posted in Lesson 5 Reading & Resources in Classroom

Assignment(s)

- Campus Planning Project 2: Formative and Summative Evaluation Plan

Forum(s)

- Forum 8: Data Collection Methods
- Forum 9: Program Evaluation

Week 6: Lesson 6--Clinical Supervision and Teacher Evaluation

Objectives

- Analyze the impact of clinical supervision on instructional practices.
- Develop a teacher evaluation plan.
- Compare and contrast group professional development and personal professional development.

Reading

- Readings posted in Lesson 6 Reading & Resources in Classroom

Assignment(s)

- Campus Planning Project 3: Clinical Supervision
- Campus Planning Project 4: Analysis of West Virginia Teacher Assessment Tool

Forum(s)

- Forum 10: Clinical Supervision
- Forum 11: Group Professional Development

Week 7: Lesson 7--Instruction, Attitudes, and the Learning Environment

Objectives

- Expalin how the supervisor can use professional development to build instruction and change teachers' attitudes.
- Develop a conceptual map illustrative curriculum development.

Reading

- Readings posted in Lesson 7 Reading & Resources in Classroom

Assignment(s)

- Campus Planning Project 5: Professional Development

Forum(s)

- Forum 12: Professional Development
- Forum 13: Curriculum Conceptual Map

Week 8: Lesson 8--Diversity and School Change

Objectives

- Evaluate school change and collaboration.
- Describe your supervisory approach in addressing cultural diversity, which includes ethnicity, socioeconomic status, gender, sexual orientation etc. in your school.

Reading

- Readings posted in Lesson 8 Reading & Resources in Classroom

Assignment(s)

- Research Paper

Forum(s)

- Forum 14: School Change
- Forum 15: Supervision and Diversity

Evaluation

Assigned Reading & Resources

Each week in addition to the Required Reading, additional resources may be provided to offer you background information or further understanding the terminology as well as the material for the lesson. You are expected to read the Required Reading and review the additional resources.

Library

The [Online Library](#) is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to ecm@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com:* AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

[APUS Library E-Reserve](#)

Websites

Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

Documents/Files

Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.

PowerPoints

Save all documents and files with your last name and the name of the assignment prior to uploading work to the assignments area or forums area of the course.

Media

You can link directly to media sources inside each lesson. If you choose to submit an assignment in a different media resource than indicated above you can either embed the media into the text box in the assignment or forum are or you can provide a link.

Resources

Outside resources are encouraged to support your discussions and assignments. Please make sure you are evaluating your resources for appropriateness and validity prior to using them.

Forums

Please join the forums each week. Initial responses and replies to classmates to each forum question must be posted in the week due. Posts made after the end of each week will not be graded. Demonstrate your own knowledge in the forums. Avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum question by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Rubric

Assignments

Assignment 1: Professional Development Survey

Create a professional development activity of your choice. This activity needs to follow the principles of adult and teacher development. You may submit this as a paper, as a presentation with voice-overs, or as a video of you presenting the professional development. If you provide a video or presentation you need to provide a supplemental document telling how you applied the adult and teacher development principles.

Assignment 2: Personal Professional Development Plan

Create a personal professional development plan focused on skills needed for supervising instruction.

Assignment 3: Directive Approach Example

Create a video (of any kind including XtraNormal.com or having a friend help you out) or write a paper presenting a scenario showing a supervisor using a directive informational approach in a discussion with a teacher.

Assignment 4: Compare and Contrast Non-Directive and Collaborative Leadership

Compare and contrast non-directive and collaborative supervisory behaviors. You may use a graphic organizer, you may create a prezi, or you may provide the information in whatever format in which you are most comfortable. Creative presentations are requested.

Campus Planning Project 1: Supervisory Platform

The purpose of this week's assignment allows you to begin identifying yourself as a supervisor of instruction.

Use the guiding questions from your readings and write your own supervisory platform. Describe your own "planks" that you would include in your supervisory platform.

Supervisory Platform Guiding Questions

- What is your definition of instructional supervision?
- What should be the ultimate purpose of supervision?
- Who should supervise? Who should be supervised?
- What knowledge, skills, attitudes, and values are possessed by successful supervisors?
- What are the most important needs of teachers?
- What makes for positive relationships between supervisors and teachers?
- What types of activities should be part of instructional supervision?
- What should be changed about the current practice of instructional supervision?

Campus Planning Project 2: Formative and Summative Evaluation Plan

Based upon your development of observing skills, how would you develop your approach to summative and formative evaluations for your teachers? What methods (specific to course readings or research) would you employ during the process? What is the role of professional development in the evaluation process?

Campus Planning Project 3: Clinical Supervision

Describe the clinical supervision practices that you will use as part of the supervision of teachers. Include the anticipated impact these practices will have on student learning. What methods (specific to course readings or research) would you employ during the process?

Campus Planning Project 4: Evaluation of West Virginia Teacher Assessment Tool

Evaluate best practices for supervision of instruction and how you will go about collecting, analyzing, and reporting the data required on the evaluation tool. Provide a research based rational for each section of the assessment tool, with a focus on the impact of each practice on student achievement.

Campus Planning Project 5: Professional Development

What is the role of professional development in the evaluation process? How can the supervisor use professional development to build instruction and change teachers' attitudes?

Research Paper

Prepare a research paper based on the change process and the principal's role in facilitating positive change. Your paper should be 5-6 pages in length and include at least ten current (within 5 years) references in addition to the course text. References should be listed at the end of the paper and should follow American Psychological Association (APA) formatting. The APA web site can be consulted for assistance.

Grading:

Name	Grade %

Materials

Book Title: SuperVision and Instructional Leadership: A Developmental Approach, 9th ed

Author: Glickman, Gordon and Ross-Gordon

Publication Info: Pearson

ISBN: 9780132852135

Book Title: The required materials for this course will be changing for future sessions. All materials will be available online, located inside the Lessons section of your classroom. Please email booklist@apus.edu for confirmation of the start month.

Author:

Publication Info:

ISBN: APUPOTI4

Required Text(s) and Reading

This course uses various resources from the APUS Library and the Open Web. Links are provided inside the classroom in the Lessons section.

Citation and Reference Style

You will be expected to adhere to APA style throughout this program. *The Publication Manual of the*

American Psychological Association (6th ed.) may be purchased and used in all courses.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Click here (http://www.youtube.com/watch?v=9pbUoNa5tyY) to see how to set up APA 6th ed. Publication Manual formatting in all of your Microsoft Word documents.

The Five-Paragraph Essay: Three Formulas for Writing the Basic Academic Essay
http://www.youtube.com/watch?v=GwjmMtTVO1g

APA - APUS *epress*
http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

· Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

· Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

· Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

· **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

· **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Disclaimer Statement

· Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

· *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

· *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

· *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

· *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.comconnects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

· The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.