

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling, and Special Education**

**EDLR 6550**

**INSTRUCTIONAL SUPERVISION FOR EDUCATIONAL LEADERS**

**THREE CREDITS**

**Instructor:** Albert Isaacs, Assistant Professor  
**Telephone:** Office (706) 729-229  
**E-mail:** [aisaacs@aug.edu](mailto:aisaacs@aug.edu)

**Office location:** University Hall, 3<sup>rd</sup> floor, room 320.  
**Office hours:** Tuesday: 1pm to 5 pm.  
 Wednesday: 1pm to 5 pm  
 Thursday 1pm to 5pm  
 (Or by appointment)

*Class location: University Hall, 2<sup>nd</sup> floor, room 216*  
*Class hours: Every Thursdays from 4:30pm to 7:45pm.*

**Course Description:** The primary focus of this hybrid (online and face-to-face classes) course is to provide candidates the knowledge, skills, and dispositions necessary for supportive supervision of school personnel. The intent of the course is to aid in the improvement of instruction. In collaboration with a school principal, a thirty-hour supervisory field experience will be required.

**Required Textbooks:** Glickman, Carl D., Gordon, Stephen P., & Ross-Gordon, Jovita M. (2005). *The basic guide to superVision and instructional leadership*. Boston: Allyn and Bacon.

**Live Text**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**Course Objectives**

The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) Awareness, defined as acquiring concepts, information, definitions, and procedures; (2) Understanding, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) Capability, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Demonstrate an understanding of the influences on curriculum development stemming from the functions of a school within a social and cultural context.
2. Demonstrate an understanding of the relationship between the nature of learning and curriculum development.
3. Identify various models for curriculum development and the rationale for each model.
4. Identify the elements of curriculum development (i.e., needs, objectives, content, etc.)
5. Demonstrate an understanding of the procedures and functions of goal analysis and development of objectives in curriculum planning.
6. Demonstrate an understanding of the factors involved in organizing curriculum content.
7. Plan for goals and objectives, for related learning experiences, and for evaluation of student performance using a specific curriculum development model.
8. Demonstrate an understanding of the criteria involved in the selection of curriculum activities.
9. Identify the major reasons for curriculum evaluation.
10. Demonstrate an understanding of the procedures involved in evaluating curriculum and program development.
11. Identify leadership skills necessary for achieving effective curriculum development and implementation.

## College of Education Conceptual Framework

### Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **Specific standards addressed in this course**

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

ELCC Standard 2.2, 2.3

Georgia PSC Standard Two

ISLLC Standard Two

### **Method of Instruction**

1. PowerPoint presentations
2. Discussions
3. Problem solving
4. Case studies

### **Course Schedule**

October 15, 2009

Chapters: 1, 2 and 3 Supervision for successful schools.

***Lecture, video and visit the library to search for professional journals.***

October 22, 2009

Chapters: 4, 5, 6 Adult and Teacher Development

***Lecture, group discussion and class activity***

October 29, 2009	Chapters 7, 8 and 9 Developmental Supervision. <b><i>Lecture, group discussion and class activity</i></b> <b><i>Annotated Bibliography is due.</i></b>
November 4, 2009	Chapters 10, 11 and 12 Collaborative and Nondirective Behaviors <b><i>(Online class – online discussion)</i></b>
November 11, 2009	Chapter 13, 14 and 15 Technical Skills <b><i>Lecture, group discussion and class activity</i></b>
November 18, 2009	Chapter 16, 17 and 18 Task of Supervision <b><i>(Professional Plan and presentations are due)</i></b>
November 25, 2009	<b>No class (Thanksgiving holidays)</b>
December 3, 2009	Chapters: 19, 20, 21 and 22 Curriculum Development and Function of Supervision. <b><i>Clinical Supervision project and presentations are due.</i></b>

## Performance Assessment

Overview of key functions in Instructional Supervision, and these are the supervisory tasks or direct assistance to teachers, curriculum development, professional development, group development, and action research.

### Course Activities:

1. **attend all class sessions, arrive on time, and demonstrate quality preparation, participation, and professionalism in all discussions and course activities.**
2. **read** the weekly chapters.
3. develop an **Annotated Bibliography** (10 research studies or articles from professional journals.) The studies or articles should include strategies or the impact resilient principals have on school performance. (**Understanding**)

#### *What elements might an annotation include?*

- Bibliography according to the appropriate citation style, APA.
- Explanation of main points and/or purpose of the work—basically, its thesis—which shows among other things that you have read and thoroughly understand the source.
- Verification or critique of the authority or qualifications of the author.
- Comments on the worth, effectiveness, and usefulness of the work in terms of the topic being researched.
- The point of view or perspective from which the work was written. For instance, you may note whether the author seemed to have particular biases or was trying to reach a particular audience.

- Relevant links to other work done in the area, like related sources, possibly including a comparison with some of those already on your list. You may want to establish connections to other aspects of the same argument or opposing views. (**Understanding**)
4. **participate in an online discussion.**
  5. as a group project, design a *professional development plan as a field experience activity(8-10 pages)*. The plan should be about the strategies or the impact resilient principals have on school performance. The plan should be based on Glickman's (2009) characteristics of successful professional development programs (pp.264). Plan a group PowerPoint presentation for the class for the project. (**Capability** and **Understanding**)
  6. *clinical supervision field experience activity*. You are to complete one clinical supervision cycle with a rookie volunteer teacher at your school (preconference, observation, data analysis/interpretation, post conference). Videotape each step, and write a summary of 4 to 5 pages of the clinical cycle. Prepare the videotape for a class presentation. **Capability** and **Understanding**)

### **Format of written assignments**

1. Title page with running head and page numbers (Title, student's name, semester, name of the department and name of the university)
2. Introduction
3. Heading of each section
4. Recommendation/Summary
5. References (APA style)

Prepare a double-spaced, Times Roman font paper. The papers and presentations are due at the due date at 4:30 pm. Powerpoint presentations and assignments should be uploaded on LIVE TEXT, and hardcopies should be handed to the professor. Assignments will be accepted beyond the due date but a point will be deducted for each day after the due date. If you cannot attend a class, it is your responsibility to turn in any assignments before class begins on the due date.

### Rubric as the criteria to score assignments

<i>CRITERIA SCORING</i>	<i>UNSATISFACTORY 0-69 points</i>	<i>IN PROGRESS 70-79 points</i>	<i>PROFICIENT 80-89 points</i>	<i>EXEMPLARY 90-100 points</i>
Candidate demonstrates the knowledge and ability to analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness.	The evidence and/or supporting explanations DO NOT provide evidence the candidate has knowledge to analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness. Evidence and/or artifacts are missing.	The evidence and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to analyze organize resources, processes and systems to support teaching, learning and organizational effectiveness. Evidence and artifacts are incomplete.	The evidence presented by the candidate demonstrates an understanding of the knowledge to analyze and organize resources, processes and systems and MEET the requirement in support of teaching and learning. The evidence and artifacts are complete.	The evidence and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to analyze and organize resources, processes and systems to support student learning and organizational effectiveness. The evidence and artifacts are complete and presented in a professional manner.

### Scoring of assessments

Class participation:	10 points
Annotated Bibliography	20 points
Participate in an online discussion	5 points
Professional Development Plan	30 points
PowerPoint presentation for group project	5 points
Clinical Supervision project	25 points
Videotape presentation of the Clinical Supervision cycle	5 points
	<b>100 points</b>

## Grading Scale

**A** = 90–100      **B** = 80–89      **C** = 70–79      **D** = 60–69      **F** = Below 60

*Clinical lab sessions* will be offered during the eight week session. Attendance is optional.

## APA style

All written work is to follow the American Psychological Association (APA) style manual, fifth edition (2001). Do not rely on various software programs for accurate formatting of references and for citations. Make sure you rely on the style manual. General assistance with APA style is available online at <<http://owl.english.purdue.edu/owl/resource/560/01/>>.

## Attendance

Augusta State University requires class attendance. Roll will be taken each class, and the student is expected to attend AT LEAST 60% of the class to be given credit for attending the class. Moreover, each student is expected to attend AT LEAST 60% percent of the scheduled classes to be given credit for the course. In our case, since we meet just eight times, a student can not miss more than TWO classes. On the third absence, the student will receive a grade of “F” for the course. There are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

## Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on pages 39–40 of the 2007–08 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

## Pipeline accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

## Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### Cell Phones and Laptops

The use of laptops and cell phones for calls, text messaging, or other tasks is prohibited in class.

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