

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

EDLR 6550: INSTRUCTIONAL SUPERVISION FOR EDUCATIONAL LEADERS

SECTION B: ON-LINE

THREE CREDITS (2-2-3)

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Office Hours: MW 11:30 AM - 8:00 PM

Course Description:

This course is designed to introduce students to an understanding of their supervisory role to all personnel in the school/district setting. Students will develop the awareness, understanding, and capability related to the concepts of supervisory leadership, employ adult learning theory, encourage human relations, provide staff development, apply administrative functions, and organize for change in a collaborative mode with the administrator, teaching staff, adjunct faculty, non-contractual school personnel and community. School/District-level performance-based field/lab exercises required.

Required Textbooks: Zepeda, S. J. (2007). *Supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.

Recommended: 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:

- Demonstrate the knowledge and skill to lead instruction focused on quality teaching and learning for all students.

- Analyze teachers needs for job-embedded professional development and growth.
- Demonstrate ability to create community of learners focused on school as learning community.

College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

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.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

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

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

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

Coaching Endorsement Standards 1, 2, 3, 4, 5, and 6

Methods of Instruction

Instructional method is a blend of discussions assignments, modular assignments, and field-based performance Key Assessments.

Course Schedule

Module	Topic/Concept	Reference	Assignment/Assessment	Due Dates
Module 1	Understanding Supervision	Text: Chapters 1 & 2. Plus other sources and resources.	Module 1 Discussion Activity Module 1 Assignment	Due date as indicated in assignment descriptions on Web-CT
Module 2	Models of Supervision	Text: Chapters 3 & 11. Plus other sources and resources.	Module 2 Discussion Activity Module 2 Assignment Begin Key Assessment #1	Due date as indicated in assignment descriptions on Web-CT

Module 3	Supervision Processes	Text: Chapters 4, 5, & 6. Plus other sources and resources.	Module 3 Discussion Activity Module 3 Assignment	Due date as indicated in assignment descriptions on Web-CT
Module 4	Coaching in Supervision	Text: Chapters 9 & 13. Plus other sources and resources.	Module 4 Discussion Activity Module 4 Assignment Key Assessment #1 due Begin Key Assessment #2	Due date as indicated in assignment descriptions on Web-CT Due Week 6
Module 5	R3T and Instructional Supervision	Text: Chapter 12. Plus other sources and resources.	Module 5 Discussion Activity Module 5 Assignment	Due date as indicated in assignment descriptions on Web-CT
Module 6	Action Research in Supervision	Text: Chapter 10. Plus other sources and resources.	Module 6 Discussion Activity Module 6 Assignment Key Assessment #1 due Begin Key Assessment #2	Due date as indicated in assignment descriptions on Web-CT Due Week 8
Module 7	Supervision for Growth and Development	Text: Chapter 14. Plus other sources and resources.	Module 1 Discussion Activity Module 7 Assignment	Due date as indicated in assignment descriptions on Web-CT
Module 8	Reflections on Supervision	Text: Chapter 15. Plus other sources and resources.	Module 8 Assignment: Reflective Power-point Key Assessment #3 due	Due date as indicated in assignment descriptions on Web-CT

Performance Assessments

Key Assessment #1

Instructional Supervision Portfolio

The candidate prepares a portfolio fully describing the induction process, supervision process, and evaluation process for teachers that is used in his/her school and school district. The portfolio documents candidate knowledge concerning: (1) the purpose of instructional supervision in the school setting, the role of the administrator in the process, the role of a coach or peer mentor, and the role of the teacher in the supervision process; (2) the induction model (describe the overall plan including accommodations made for new teachers and training and support provided for mentors); (3) the supervision model (describe the overall plan, discuss the classroom observation process, describe options for observations, feedback, and conferences, explain differences based on years of experience in teaching); (4) the evaluation process, the performance criteria, and how these performance criteria are used (describe the overall process as well as instruments are used, present and discuss alignment of instruments with research on effective teaching, explain how identified teacher weaknesses are remediated and opportunities for growth against the performance criteria are planned and monitored); (5) analyze the overall effectiveness of the processes that address instructional supervision; (6) analyze the alignment of the mission, vision, beliefs and goals to roles, responsibilities and performance required for the administrator's position; (8) make recommendations for how you would change the

system, including how you would accomplish the change and how a different approach might change the outcome. **Prepare a 14 to 16 page narrative describing each of the seven items.**

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
<p>1. Candidate demonstrates the knowledge and ability to promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.</p> <p>2. Candidate Identifies the organization’s mission vision, beliefs and goals, and analyze and align the mission, vision, beliefs and goals to the roles and responsibilities of the candidate.</p> <p>3. Candidate the communicate the alignment of the mission, vision, beliefs and goals to the roles and responsibilities.</p> <p>4. Candidate analyzes the strengths and opportunities for growth to meet the performance criteria.</p> <p>5. Candidate communicates the expected performance criteria and assesses an understanding of the performance criteria.</p> <p>(1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning and MEETS the expectation required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to promote the development of a positive school culture focused on student learning and fosters a sense of belonging and cooperation. Evidence and artifacts are complete and presented in a professional manner.</p>
<p>1. Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.</p> <p>2. Candidate has the knowledge, skills, and dispositions to identify performance criteria and the use of these criteria to improve instruction based on roles, responsibilities, and positions.</p> <p>(1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum, Georgia’s learning standards, and teacher performance criteria. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum, Georgia’s learning standards. And teacher</p>	<p>The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum, Georgia’s learning standards. And teacher performance criteria. The evidence demonstrates</p>	<p>The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum, Georgia’s learning standards, and</p>

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
		performance criteria. Evidence and artifacts are incomplete.	research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.	teacher performance criteria. The evidence demonstrates research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students. (1, 20%)	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to apply research-based practices to improve instruction for all students. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to apply research-based practices to improve instruction for all students. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students and MEETS the expectations required. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.
1. Candidate demonstrates the knowledge and ability to design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps.	The artifacts and/or supporting explanations are UNACCEPTABLE or unavailable for review. Artifacts and explanations are not professionally presented.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to design comprehensive professional growth plans	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to design comprehensive professional growth plans

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
(1, 20%)		design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps. Evidence and artifacts are incomplete.	that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps and MEETS the expectations required. Evidence and artifacts are complete.	that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps and EXCEED the expectations required. Evidence and artifacts are complete and presented in a professional manner.
<p>1. Candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement, teacher performance, and organizational effectiveness.</p> <p>(1, 20%)</p>	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.	

Key Assessment #2

Clinical Supervision Supervisory Plan

Instructions to Candidate:

The candidate completes a 20 hour field experience in which the candidate designs and executes a supervisory plan that includes a minimum of three observations and conferences with a new or beginning teacher using a clinical supervision model (preconference, observation, data analysis/interpretation and communicate the results of the assessment effectively, post conference, and the critique of the previous four steps). The candidate guides the development of a professional development growth plan for the teacher and creates a plan with results that are specific, measurable, attainable, and realistic and have target dates. The candidate should encourage the teacher to take on new and challenging tasks that will enable the candidate to demonstrate practices and deepen new learning. These plans should be adjusted if needed and the administrator should monitor these plans to keep the teachers' on track. Also, the administrator should develop a system to help the candidate self-monitor the professional development plan. Teachers should willingly participate in the plan and resources should be made available for its implementation. All these activities must be scheduled for a specific time. *The candidate prepares either a video or audio tape of the conferences and completes a reflective analysis identifying strengths and weaknesses when conducting the conferences.* Video with accompanying narrative is prepared by candidates. *The candidate prepares a 5 to 6 narrative of the Supervisory Plan.*

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
<p>1. Candidate demonstrates the knowledge and ability to promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.</p> <p>2. Candidate analyzes the strengths and opportunities for growth to meet the performance criteria.</p> <p>3. Candidate communicates the expected performance criteria and assesses an understanding of the performance criteria.</p> <p>4. Candidate self-assesses opportunities for growth against the performance criteria.</p> <p>5. Candidate demonstrates confidence to achieve the performance criteria.</p> <p>(1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning and MEETS the expectation required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to promote the development of a positive school culture focused on student learning and fosters a sense of belonging and cooperation. Evidence and artifacts are</p>

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
				complete and presented in a professional manner.
<p>3. Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.</p> <p>4. Candidate has the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan.</p> <p>5. Candidate develops goals and creates a plan with results that are specific, measurable, attainable, and realistic and have target dates.</p> <p>(1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards. Evidence and artifacts are missing.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a professional manner.</p>
<p>Candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students. (1, 20%)</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to apply research-based practices to improve instruction for all students.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to apply research-based practices to</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students</p>

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
	Evidence and artifacts are missing.	improve instruction for all students. Evidence and artifacts are incomplete.	and MEETS the expectations required. Evidence and artifacts are complete.	and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.
<p>2. Candidate demonstrates the knowledge and ability to design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps.</p> <p>(1, 20%)</p>	<p>The artifacts and/or supporting explanations are UNACCEPTABLE or unavailable for review. Artifacts and explanations are not professionally presented.</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps. Evidence and artifacts are incomplete.</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps and MEETS the expectations required. Evidence and artifacts are complete.</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to design comprehensive professional growth plans that apply proven, systematic processes for improvement through: analyzing human performance; planning for improvements and designing, developing, and supporting implementation of solutions to close performance gaps and EXCEED the expectations required. Evidence and artifacts are complete and presented in a professional manner.</p>
<p>2. Candidate demonstrates the knowledge and ability to provide constructive feedback to teacher and to collaborate.</p> <p>3. Candidate demonstrates the ability to use effective verbal, non-verbal, and written communication skills.</p> <p>4. Candidate established trusting, ethical, and professional relationship with teacher.</p>	<p>The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote accountability by strategically</p>	<p>The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to</p>	<p>The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning,</p>	

	Unsatisfactory (0-69)	In Progress (70-79)	Proficient (80-89)	Exemplary (90-100)
(1, 20%)	planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.	promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.	measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.	

Key Assessment #3

Design a professional development plan (8-10 pages). The plan should be how you as a principal can train the principals in your district to be resilient. Thus how they can overcome challenges or obstacles in their respective schools. Please use your ten professional research articles on Resiliency to support your professional plan. Include the following headings in you plan: Introduction, Rationale, Participants, Goal and objectives, Method, Activities, timeline and Outcome, Follow-up and Feedback, Assessment and Continuous Improvement, and References. (**Capability** and **Understanding**)

CRITERIA SCORING	UNSATISFACTORY 0-69 points	IN PROGRESS 70-79 points	PROFICIENT 80-89 points	EXEMPLARY 90-100 points
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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.
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Grading

Seven Modular Discussion Activities @ 20 points each	= 160 points
Eight Modular Assignments @ 20 points each	= 140 points
Three Performance-based Key Assessments @ 80 points each	= 240 points
(promptness and attendance to on-line assignments and activities, decorum, interpersonal skills, interactions on-line, on-line etiquette, etc.)	= 60 points
TOTAL	= 600 points

Grading Scale

>540 points	= A
480-539 points	= B
420-479 points	= C
360- 419 points	= D
<360 points	= F

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 on-line class attendance. Roll will be taken each class, and the student is expected to attend all of the class to be given credit for attending the class. Moreover, each student is expected to attend to 100% percent of the modules 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.

Lateness in Submitting Assignments

Lateness in submitting assignments will not be tolerated. Students must make the necessary arrangements to be online as directed for all the eight modules.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2011–12 *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. (p.46)

JAG MAIL Account

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Students are encouraged to check their Jag Mail account daily. Students are responsible for any assignments or deadlines sent to them via Jag Mail. If you have trouble accessing your Jag Mail 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 third week of class to discuss academic accommodations. If the student 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

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

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