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EDAD 543 Supervision of Instruction

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Recommended Citation

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SUPERVISION OF INSTRUCTION
EDAD 543
(3 graduate semester credit hours)

Dr. Shirley Curtis
email: curtis@xavier.edu
Office Hours: By appointment

4:15 – 6:45 PM

Course Description:

This course is a study of the role of the Supervisor of Instruction as part of administrative leadership in improving instructional programs.

The role of the instructional supervisor is varied across the state based upon job descriptions and expectations from a variety of constituents, colleagues, and employers. This course is designed to examine the role of the instructional supervisor within the context of an educational system and to provide the opportunity to apply this knowledge in the practical reality of the role of the instructional supervisor.

Course Goals:

Study formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. It includes practical application of state mandated instructional policies and processes.

Standards:

The National Policy Board for Educational Administration (NPBEA) adopted:
“Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.”

The State of Ohio Department of Education adopted:

“Ohio Standards for Principals”.

It includes five standards for administrators including: 1) continuous improvement; 2) instruction and achievement; 3) school operations, resources and learning environment; 4) collaborative learning and shared leadership; and 5) parent and community engagement.

The National and/or Ohio’s Standards, especially Standard 2, will be the foundation of this course.

Course Objectives:

The objectives of this course are designed to blend theory, literature, and field-based work with the Standards. Upon completion of this course, students will be able to:

- recognize the instructional supervisor's role in promoting a positive school culture;
- recognize the instructional supervisor's role in promoting effective instruction and student academic success;
- discuss research on best teaching practices (e.g. TIMMS report, UbD, student engagement);
- create their individual educational platform;
- discuss building's/district's mission and goals;
- analyze educational data to design a plan to improve student achievement;
- explain alignment of curriculum, instruction and assessment;
- identify and discuss elements of effective recruitment, selection, interviewing, hiring and maintaining quality teachers;
- observe and evaluate teacher effectiveness;
- attend a workshop/conference and apply the knowledge as a supervisor of instruction to improve student success.

Course Assignments:

A) Participation/Attendance – Students are expected to be prepared for class and to contribute to the class through thoughtful participation in classroom discussions. The synergy of the class members is important to the quality of the interactions, simulations, cooperative learning, role playing, and activities, and it can not be substituted. **BE THERE. Don't be late.** The instructor cannot give a student permission to miss class, but does recognize that there may be one occasion when a student must make a choice of attending. Students are expected to notify the instructor **PRIOR** to class if at possible, and are responsible for getting notes, assignments, and materials from fellow students.

20% of the final grade includes attendance, participation in class, reading assigned readings, and bringing in assigned documents to class (e.g. test data, observation report).

B) Interview - Students will write a list of 10-12 "meaningful" questions to ask in an interview. Be sure the questions describe your environment (e.g. At Curtis Middle School, we have a difficult time getting parents involved...)

10% of the final grade includes:

Development and submission of interview questions; identify 5 –6 general questions, identify 5-6 specific questions for a specific position - e.g. sixth grade science; one page, double-spaced, 12 font, one inch margins; due one week after we discuss interviewing in class.

C) Attend one instructional meeting/conference – Students will attend one meeting/ conference from the following list and will reflect on how they can use the information as an instructional supervisor in their respective “district” to improve instructional practices.

- 1) local curriculum committee meeting (e.g. LA, math, science, technology, foreign language, music);
- 2) local professional development committee (LPDC);
- 3) national or state conference (e.g. ASCD, NCTE, Children’s Literature Conference, NCTM, OCTM, NSF, OSN, NCEA, OCEA, www.catholiccincinnati.org);
- 4) state testing workshop (e.g. on Diagnostics, Achievements, OGTs);
- 5) RPDC workshop (e.g. analyzing data, mentoring, teacher evaluations, Pathwise Training, Praxis Training);
- 6) textbook or materials adoption meeting;
- 7) other types of events which are presented to the instructor for approval.

30% of the final grade includes:

- a) **documentation that the student attended the event (e.g. copy of the program, copy of the agenda, certificate of attendance, or a description of the event);**
 - b) **one page, double spaced, 12 font, one inch margins paper; include one small paragraph describing what you attended; the rest of the paper is your written plan for sharing or using the information learned from the event (i.e. How will the you use the information to have a positive effect on teaching and learning in your building/district.); begin the second paragraph with “As a Supervisor of Instruction...”; due the last class.**
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D) Educational Platform - Students will write their educational platform based on Sergiovanni's eight elements.

20% of the final grade includes:

A double spaced, 12 font, one inch margins paper addressing Sergiovanni's 8 educational platform elements; boldface the 8 element titles in your paper so I can easily find each; no length requirement; due the 2nd last class.

E) School Data Analysis (Final Exam) – Students will collect and analyze a classroom's or school's or district's data (standardized test, attendance, graduation, discipline, survey) to determine a plan for improvement of teaching.

20% of the final grade includes:

Completion of School Data Analysis form; due the last week of school.

Missing Assignments will negatively affect your grade as indicated by the percentages mentioned above (see Course Assignments A-E.)

Various journal articles will be provided.

Various chapters from the following texts:

Sergiovanni, T.J. & Starratt, R. J. (1998). Supervision: A redefinition (7th Ed.)
New York: McGraw Hill.

Schmoker, M. (1996). Results: the key to continuous school improvement.
Alexandria, V. A.: ASCD.

Schedule of Topics/Reading:

Introduction; syllabus

What does effective instruction look like? Feel like?

Student engagement; Reading, Mathematics (TIMSS)

Educational platform

Mission and goal setting for district, building, and individuals

Data analysis – identify a problem, design plan for improvement

Alignment of curriculum, instruction, and assessment

Recruitment, selection process, hiring, maintaining quality teachers

Teacher evaluations

Optional - Professional development