

EDLP J 703 - Supervision of Instruction (Fall 2005)
Department of Educational Leadership & Policies
College of Education
University of South Carolina

Web Based

Exam via BB

Face-to-Face Sessions REQUIRED on:

3 days

Time: 5:00 - 8:30 p.m.

******FACE-TO-FACE sessions. There will be THREE face-to-face sessions in the Humanities Classroom Building. We will have regional sites IF WE HAVE ENOUGH STUDENTS & FACULTY (e.g., Coastal, Aiken, etc.). HOWEVER, even if you have to drive to Columbia, you MAY NOT miss these three classes or you will have to retake the course. SO put them on your calendar NOW!******

******TECHNOLOGY NOTE: You MUST have reliable access to a computer to utilize Blackboard THROUGHOUT the duration of this course. Computers are available on-campus and you should plan to use them if you do not personally have access.******

******ADVANCE PREPARATION: AS SOON AS YOU GET THIS SYLLABUS, you need to start reading your text, and I advise taking notes. (THE SQ3R method is included on BB, if you like.) You're expected to have read each of the assignments BEFORE I discuss them in class. You will have THREE quizzes and a FINAL based on the TEXT. All text content will not be covered in class; however, you are responsible for reading and preparing for the quizzes and the final on all chapters of the text.******

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Required Textbooks: Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *The basic guide to supervision and instructional leadership*. Boston: Allyn & Bacon.

Jacobs, J. E., & Rotholz, J. N. (2004). *Leading learning in a changing world: Using children's literature for professional dialogue*. Landham, MD : Scarecrow.

Supplemental Textbook:

Zepeda, S. J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.

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College of Education Vision Statement:

The College of Education at the University of South Carolina will distinguish itself as a state and national leader in its efforts to be responsive, engaged, and collaborative in addressing the needs of its students, professions, and community. These characteristics will be the hallmarks of the College's teaching and learning activities, research mission, and service obligations as it achieves excellence through focused involvement.

Mission of the M. Ed.:

The Department of Educational Leadership and Policies offers a Master of Education (M. Ed.) degree in Educational Administration. The M. Ed. provides coursework that will lead to principal certification in South Carolina.

The study of educational leadership is dynamic and fluid. It requires an understanding of the nature of human growth and development, fundamental grounding in the leadership of others, and the pragmatic realities of managing people, budgets, facilities, and activities. The study of educational leadership further provides preparation for the analysis of policies related to each of these understandings and professional work serving the peoples of this state and nation.

Course Description:

SUPERVISION OF INSTRUCTION (3 graduate hours)

An introduction to the functioning of an educational supervisor. Emphasis on the improvement of instruction and instructional programs. (USC Graduate catalog 2001-2002)

Course Objectives:

Standards for Advanced Programs in Educational Leadership	OBJECTIVES: Within the context of this course, each objective is addressed through ensuring FOUNDATIONS of KNOWLEDGE, providing PRACTICE and SIMULATION of LEARNINGS, and requiring a PORTFOLIO product.
2.2, 3.1	1. Identify and focus on the needs of teachers and other adults at school in order to assist their growth as they focus on improved student learning.
1.1	2. Differentiate the purposes and methods of evaluation and supervision.
5.2	3. Understand and apply the technical skills related to supervision and instruction.
2.3	4. Understand and facilitate teacher growth to improve student learning.
2.2, 2.3	5. Identify means of assessing the effectiveness of instruction, assessment, and programs.
2.4, 1.1	6. Identify one's own supervisory beliefs and skills.
1.5, 2.1, 2.3, 2.4, 3.1, 3.3	7. Apply skills needed to assist an individual, group, or faculty in growing professionally, to include teacher types and schools types, in order to provide the best instruction for students.
2.2, 3.1, 6.1, 6.2	8. Identify and discuss major issues of instructional supervision and major theorists, researchers, and staff developers.

Intended Audience: Master's degree candidates in CD-12 Educational Administration

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Prerequisites: Enrollment in the graduate school (NOTE: No student can apply more than six hours taken as a non-degree student to the M.Ed. in CD-12 Ed. Admin.)

Course Requirements and Course Outline with assignments and in-class activities are provided in the accompanying COURSE MATRIX.

Administrative Course Requirements:

Attendance: Students are expected to adhere to the University policy on attendance as specified in the Graduate Bulletin, as well as the following class policy. Each class member is expected to attend every class unless s/he is ill or has a pressing professional commitment. If you are unable to make the commitment of time needed for this course, you need to consider taking it at another time. **REMEMBER: There are 3 required live (face-to-face) meetings in Columbia.**

Late Assignments: Any late assignments will automatically receive one letter grade less than the quality of the work earns. The ONLY exception to this will be DIRE circumstances, as determined by the instructor, which are beyond the control of the student.

Incomplete: A grade of "I" (incomplete) will be given only when a student experiences an unexpected major personal or professional emergency that precludes attendance and/or completion of the assignments.

Use of research articles:

Students are expected to use research in the development of their work and to reference this work appropriately using the Publication Manual of the American Psychological Association (APA) (5th edition). Articles should be research based. A list of journals can be found on BB.

Projects:

Projects developed and presented in this class are expected to be of high quality, appropriately referenced, and utilitarian in nature; and, where noted, copies of papers are to be provided for all class members as well as to the instructors.

Guidelines for Written assignments:

All written assignments are to be typed (word processed) and be of high quality worthy of graduate credit. They must be critically developed, appropriately referenced using 5th edition (APA) style manual format, and free of errors in grammar, mechanics, and spelling. Be sure to proof carefully. Read your work out loud to be sure it makes sense. Have a colleague read your work for clarity and understanding.

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Course Grade:

The final grade in this course will be determined in the following manner.

AREA	Points	Percentage of Grade
Electronic Participation	125	19%
Activities for and during Totally Live Tuesdays	150	23%
Portfolio	275	42%
Quizzes (25 points each)	75	12%
Final exam	25	4%
TOTAL	650	100%

Grading Scale:

A	=	605-650
B+	=	572-604
B	=	520-571
C+	=	488-519
C	=	455-487
D	=	423-454
F	=	0-422

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References

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- Carbone, E. (1998). *Teaching large classes*. Thousand Oaks, CA: Sage.
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- Given, B. K. (2002). *Teaching the brain's natural learning systems*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gredler, M. E. (1999). *Classroom assessment and learning*.
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- McKissack, P. C. (2000). *The honest-to-goodness truth*. New York: Atheneum Books for Young Readers.
- McNamara, J. F., Erlandson, D. A., & McNamara, M. (1999). *Measurement & evaluation. Strategies for school improvement*. Larchmont, NY: Eye on Education.
- Morrison, T., & Morrison, S. (1999). *The big box*. New York: Jump at the Sun/ Hyperion Books for Children.
- National Association of Elementary School Principals. (2003). *K-12 principals guide to no child left behind*. Alexandria, VA: Educational Research Service.
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