

EDUC 554 SUPERVISION OF INSTRUCTION Syllabus

I. Course Description.

The role of supervisor of instruction requires the ability to lead others, to be a visionary, to interact on a daily basis with many audiences, to be a mentor, and to recognize and document effective teaching. This class will give you an overview of concepts and topics important to the business of instructional supervision. This class includes opportunities to read, write, and reflect on these concepts and topics.

II. Course Goals and Objectives.

A. Goals: The purpose of this course is to assist graduate students in programs leading to an endorsement in educational administration and certification as a building principal for an elementary, middle, or secondary school to develop a theoretical basis for instructional supervision, to define basic systems, learn and practice the skills of clinical supervision of instruction, and to develop a practical plan for supervision of instruction in an actual school setting.

The overriding general goal of the course will be to provide an effective experience which will meet the program objectives for Concordia's graduate education program without limiting the course content and learning to classroom application.

B. Objectives: The student who successfully completes the course will be able to:

1. Define and state benefits of instructional supervision. (T-K1, T-D1, LD-D1)
2. Identify and recognize the characteristics of servant leadership. (LD-D1, T-D1)
3. Identify and define the interpersonal skills needed in instructional supervision. (T-K1, LD-D1, LD-S2, LR-D1)
4. Identify the characteristics of an effective performance appraisal system. (T-S1, T-K1, LR-S1, LD-S1, LR-K1)
5. Identify characteristics of developmental supervision. (T-S3, LR-S1)
6. Identify characteristics of clinical supervision. (T-K1, T-D1, LD-D1)
7. Identify characteristics of differentiated supervision (T-S3, LD-S1)
8. Identify characteristics of the trait model of supervision. (T-S1, T-K1, LR-S1, LD-S1, LR-K1)
9. Examine principles for leadership for instructional supervisors. (T-K1, LR-S1, LD-S1, LR-K1)
10. Identify issues schools will face and discuss the implications for instructional supervision. (T-K1, LR-S1, LD-S1, LD-S2)
11. Analyze the role of principals in the change process. (T-S1, T-K1, LR-S1, T-D1, LD-S1, LR-K1)
12. Identify barriers in communications and examples of each. (T-S1, T-K1, LR-S1, LD-S1, LR-K1)
13. Identify guideline for good observations. (T-S1, T-S3, LD-K1, T-S2, T-S4, LD-S3, LD-S1, LD-S2, T-D1)
14. Identify the four approaches on the supervisory behavior continuum. (T-S1, T-K1, LR-S1, LD-S1, LR-K1)

III. Content and methodology

A. Content

1. A broad definition of instructional supervision. (LR-K1)
2. The nature of clinical supervision. (LR-K1, T-K1)
3. The role of integrating the faith. (LD-D1, LD-D1)
4. Identifying elements of effective teaching. (T-K1, LR-S1)
5. Exploring models of teaching. (T-D1, LR-K1)
6. Goal setting. (T-S2, T-D1, LR-S1)
7. Teaching values in public and private contexts. (T-K1, LD-D1, T-D1)
8. The planning conference begins the cycle of clinical supervision. (T-S3, T-K1, T-D1, LD-S1)
9. Techniques of classroom observation. (LR-S1, LD-S1, LD-S2, LR-K1)
10. Effective feedback conferences. (LR-S1, LD-S3, T-S2, T-D1, LR-D1)
11. Developing a policy statement for teacher supervision. (T-D1, LD-S1, LR-S1)
12. Examining models and planning a supervision process. ((T-S2, LR-S1, LD-S2, LD-S2, LR-K1)
13. Understanding the impact of generational differences. (T-K1, T-S3, LR-S1, T-S2)
14. The role of government in teacher supervision and evaluation. (LD-S1, LR-K1)
15. Direct and indirect supervision. LD-S1, T-D1)
16. The role conflict between clinical supervision and teacher evaluation. (T-K1, LR-S1, LD-S1, LR-S1, LR-K1)
17. Peer consultation and clinical supervision. (LR-S1, LD-D1, T-D1, LR-D1)

B. Methods

1. Basic readings. (T-S1)
2. Guided large and small group discussion. (T-S1)
3. Guest presenters (LD-S1)
4. Student reports (LD-S3)
5. Role playing (T-K1, LD-S2, T-D1, LR-K1)
6. Clinical observation of videotaped, demonstration lessons. ((T-S1, T-S3, T-K1, LD-K1)
7. Study guides and written reports (LD-S3, LR-K1, LR-D1)
8. Lecture (T-S2)
9. Demonstration (T-S2)
10. Field trip (T-K1, LD-S1)
11. Case studies (LR-S1, T-D1, LD-S2)

IV. Student Roles

1. Read and react to the assigned portions of the textbook and other readings as the class processes relevant topics. (T-K1, LD-S3, T-D1, LR-K1)
2. Develop and articulate a working definition of good teaching. (T-K1, LD-K1, LR-S1)
3. Develop an understanding of and skills in applying procedures for clinical supervision. (LD-S3, T-S2, T-S2, LD-S1, LD-S2)
4. Participate in role-playing sessions assuming the role of teacher and/or supervisor. (LD-S3, T-D1, T-D1, LR-S1, LR-K1)
5. Make a class presentation concerning a basic issue in instructional supervision. Submit a written report on the presentation. (T-S1, T-K1, LD-S3, T-D1, LD-D1)
6. Collaborate with other class members in designing a prototype of an instructional appraisal form. ((T-S2, LD-K1, T-D1, LD-S1, LD-S2)
7. Design and submit a written proposal of a model of instructional supervision suitable for implementation in the school in which the student is currently employed. This should include: 1) a model school board policy governing instructional supervision; 2) an outline of the process to be followed; and 3) an

appraisal form which reflects criteria to be applied during supervision. (LR-S1, LD-D1 LR-K1)

V. Evaluation

Student grades will be determined on the basis of attendance, participation in assigned activities, quality of papers submitted and general fulfillment of assignments and progress in achievement of course objectives.

VI. Bibliography

In addition to the bibliography below, class participants will suggest other readings which will assist in meeting the course objectives.

- Braseman, Perry A. Lutheran School Administrator's Manual. St. Louis: LCMS Department of School Ministry, 1995.
- Bergt, Carolyn S. Christian, Judy; Moser, Carl J.; Rathmann, Rodney L.; Stueber, Ross; Series Editors. Integrating the Faith, A Teachers guide for Curriculum in Lutheran Schools, Volumes 1-6. St. Louis: Concordia Publishing House, 1997.
- Bickel, Kurt. Get Active: Active Teaching Ideas for Lifetime Learning. St. Louis: Concordia Publishing House, 1997.
- Bridges, William. Managing Transitions: Making the Most of Change. Reading: Addison-Wesley Publishing Co. 1991.
- Czaplewski, Dan and Moser, Carl. Pastoring a Congregation with a School. St. Louis: LCMS Department of School Ministry, 1996.
- Drucker, Peter F. Managing the Non-Profit Organization. New York: Harper Business, A Division of Harper Collins Publishers, 1990.
- Fryar, Jane L. Changing Hearts Changing Lives. St. Louis: Concordia Publishing House, 1996.
- McIntosh, Gary L. Three Generations. Grand Rapids, MI: Fleming H. Revell, A Division of Baker Books, 1995.
- Moser, Carl, Editor. The Call of a Lutheran School Educator. St. Louis: LCMS Department of School Ministry, 1995.
- Sande, Ken. The Peacemaker. Grand Rapids, MI: Baker Books, 1997.
- Stueber, Ross E. Editor and Project Director. School Leadership and Mentoring: Mentoring and Resource Guide for Lutheran School Administrators. St. Louis: LCMS Department of School Ministry, 1996.
- Woodward, Peter. Human Resources: Lutheran School Administrator's Handbook. Ross Stueber, Editor. St. Louis: LCMS School Services Department, 1995.

Journals:

Brieschke, Martin A. and Moser, Carl J. "Teaching in a Multigrade Classroom," A monograph Published by The Board for Parish Services of the Lutheran Church-Missouri Synod, 1988.

Checkley, Kathy. "The First Seven ...and the Eighth: A Conversation with Howard Gardner," Educational Leadership, Volume 55: No. 1, September, 1997, pp. 8-13.

Doyle, Denis P. "Education and Character: A Conservative View," Phi Delta Kappan, Volume 78: No. 6, February, 1997, pp. 440-443.

Elkind, David. "School and Family in the Postmodern World," Phi Delta Kappan, September 1995, pp. 8-14.

Guild, Pat Burke. "Where Do the Learning theories Overlap?" Educational Leadership, volume 55: No. 1, September, 1997, pp. 30-31.

Halford, Joan Montgomery. "Easing the Way for New Teachers," Educational Leadership, Volume 55: No. 5, February, 1998, pp. 33-36.

Keyne, Lisa K., and Blanke, Mark. "Strengthening the Partnership: A Dialog Between Women and Men at Work," Issues in Christian Education, Spring 1996, pp.14-19.

Kohn, Alfie. "How Not to Teach Values: A Critical Look at Character Education," Phi Delta Kappan, Volume 78: No. 6, February, 1997, pp. 428-439.

General Requirements.

Class Participation. Students are expected to complete reading and writing activities each week and participate in class discussions. Efforts will be made to accommodate the demands of jobs and school.

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connect.cune.edu>).

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