

	University of South Dakota School of Education Division of Educational Administration EDAD 715: Administrator and Instructional Supervision Fall 2009	
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I. Course Description

EDAD 715 - The Administrator and Instructional Supervision: This course will concentrate upon the need to provide a supportive environment for providing supervision to all professional employees. The approach will be developmental, and students will demonstrate how to select from among a range of supervisory techniques that are most appropriate for specific situations. Supervision will be treated broadly to include individuals, programs, and building-wide issues.

II. Rationale

The USD Reflective Decision-Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge. The purpose of this course is to prepare graduate students to assume the role of instructional supervisor within their position as elementary, middle, or high school principal, school superintendent, supervisor, department head, or director. Emphasis in this course is on motivation and the improvement of instruction.

III. Textbook

The textbooks adopted for this course is the following, and may be purchased through [Barnes & Noble at USD](#) or one of the on-line book stores such as [amazon.com](#) or [barnesandnoble.com](#)

Glickman, C. G., Gordon, S. P., & Ross-Gordon, J. M. (2010) *Supervision and instructional leadership: A developmental approach* (8th ed.). Boston, MA: Pearson/ Allyn & Bacon (ISBN: 0-205-62503-7).

Katzmeyer, Marilyn. *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders. Third Edition. Corwin Press. ISBN: 978-1-4129-6040-3*

IV. Course Objectives/Outcomes – Standards – Assessment

Objectives/Outcomes	Standards/Codes	Assessment
Demonstrate skills in implementing and evaluating school climate improvement programs and how they relate to the school supervisor.	ELCC 2.1, 2.2, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3 SOE 5,6,8,9	Class discussions, small group and individual activities, research papers.
Demonstrate the use of appropriate motivational techniques associated with contemporary supervision	ELCC 1.1, 1.2, 1.3,1.4, SOE 1,2,4,5, 8,9,10	Class discussions, small group and individual activities, research papers.
Demonstrate the application of various supervision models.	ELCC 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3 SOE 2,3,4,5,6,7	Class discussions, small group and individual activities, research papers.
Demonstrate the ability to tailor supervision techniques to the unique needs of individuals	ELCC 2.1, 2.2, 2.3, 5.1, 5.2, 5.3 SOE 1,3,4,5,8,9,10	Class discussions, small group and individual activities, research papers.

V. Student Assignments.

- A. Develop a hiring procedures manual that addresses the application process, interview process, selection criteria, and sample interview questions. 100 points. Due; Sep't. 18, 2009.
 - B. Write a narrative on two of the following:
 1. How would you supervise and evaluate a high school teacher who is in his/her first year and displays a lack of lack of classroom control? What would be the steps you would take to help this teacher? What is the type of supervision model you have chosen? 50 points.
 2. How would you supervise and evaluate a four year hgih school teacher who demonstrates a lack of subject matter competence? What steps would you take to help this teacher? What type of supervision model have you chosen? 50 points
 3. How would you supervise and evaluate an elementary teacher who demonstrates poor organizational skills? What would be the steps you would take to help this teacher? What type of supervision model have you chosen? 50 points
 4. How would you supervise ans evaluate an elementary teacher whose students score poorly on standardized tests in math? What steps would take to help this teacher? What type of supervision model have you chosen? 50 points
- Due date for section B: October 16.

- C. You are the new principal of a secondary, middle, or elementary school. The test scores in math and reading have been low for three years. Create a professional development plan that will assist teachers in improving student achievement in math and reading. 100 points. Due date: Oct. 30
- D. What do the authors of your textbook say about curriculum development(Chapter 19)? Due date: Nov. 6
- E. You are the principal of your school and the superintendent has assigned you the task of creating teacher leaders. Using the book *Awakening the Sleeping Giant* and any other readings, how will you do this? 100 points. Due date: Nov. 20
- F. You are interviewing for a principal position and the superintendent asks you, what are the five most important qualities of a teacher? What are the five most important qualities of a teacher, and why? 50 points. Due date: Dec. 4.
- G. Write a report on the book, *Failure Is Not An Option* by Alan Blankstein. Be certain to discuss the six principles that guide student achievement in high performing schools. Do you think that applying these six principals will change a culture to ensure that failure is not an option? Why or why not? 100 points
Due date: Anytime during the course.

The book is not listed for you to purchase because you should be able to access it in libraries, and because college textbooks are outrageous in cost. If you wish to purchase the book in paperback, the following information is provided. *Failure Is Not An Option: Six Principles That Guide Student Achievement in High Performing Schools*. By Alan Blankstein. Corwin Press. ISBN 1-4129-0934-1.

Please note that there are no exams for this course. The assignments are designed to be the type of things encountered by principals in their roles as instructional leaders.

Grading Scale:

90-100 = A

89-80 = B

79-70 = C

69-60 = D

VI. Instructional Methods and Activities

This course will be presented over the Internet using the Desire to Learn (D2L) program as provided by the University of South Dakota. Students will access the web site at the following URL: <https://d2l.sdbor.edu/index.asp>. Each student will have a log-on name and password as provided by computer services at USD (see <https://boris.sdbor.edu/idm/retrieve-password.cfm?new> for instructions).

Course Content

The content for the course will be found in the readings and notes posted by the instructor for your review. The class discussions will also add to the content.

Bulletin Board Discussions

There will be online discussions over questions posted by the instructor. Discussions will occur weekly. Each student is expected to participate. Instructions for the management of these discussions will be provided in the first week of class.

Email Correspondence

The D2L has a private mail function, and students are encouraged to communicate with the instructor in this venue. However, written material such as exams and research papers submitted by students as an email attachment in MS WORD and sent to the instructor through the regular USD email at Robert.Mayer@usd.edu. Required responses to assignments will be provided to the student promptly over the private email feature in D2L.

Technical Problems

In the event that a student has difficulty with any technical aspect of the course, he or she should contact the instructor via university e-mail or by telephone at either the office or residence number provided on page one of this syllabus.

VII. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References (1990 – Present)

Bonstingl, J.J. (2001). *Schools of quality*. Thousand Oaks, CA: Corwin Press, Inc.

Caine, R.N., & Caine, G. (1997). *Education on the edge of possibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Calabrese, R. L., & Zepeda, S. J. (1997). *The reflective supervisor: A practical guide for educators*. Anderson, R.H. & Snyder, K.J. (1993). *Clinical supervision: Coaching for higher performance*. Lancaster, PA: Technomic Publishing Co..
- Daresh, J. C. (1991). *Supervision as a proactive process*. Prospect Heights, IL: Waveland Press, Inc.
- Glickman, C. G., Gordon, S. P., & Ross-Gordon, J. M. (2009) *The basic guide to supervision and instructional leadership: A developmental approach* (2nd ed.). Boston, MA: Pearson/ Allyn & Bacon
- Harmin, M. (1994). *Inspiring active learning: A handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development
- Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston, MA: Allyn and Bacon.
- Hoy, A. W., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools*. Boston, MA: Allyn and Bacon.
- Moller, G., & Katzenmeyer, M. (Eds.) (1996). *Every teacher as a leader: Realizing the potential of teacher leadership*. San Francisco, CA: Jossey-Bass, Inc.
- Short, P. M., & Greer, J. T. (1997). *Leadership in empowered schools: Themes from innovative efforts*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Wiles, J., & Bondi, J. (1991). *Supervision: A guide for practice* (3rd ed). Englewood Cliffs, NJ: Macmillan Publishing Co.
- Zepeda, S. J. (2007). *Instructional Supervision: Applying tools and concepts* (2nd ed.). Larchmont, NY: Eye on Education

B. Classic References (prior to 1990)

- Banks, J. A. , & Banks, C. A. (1989). *Multicultural issues and perspectives* (2nd ed). Boston, MA: Allyn and Bacon.
- Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass, Inc.
- Levine, S. L. (1989). *Promoting adult growth in schools: The promise of professional development*. Needhan Heights,, MA: Allyn and Bacon.
- Sergiovanni, T. J., & Starrat, R. J. (1988). *Supervision: Human perspectives* (4th ed). New York: McGraw-Hill.
- Steffy, B. E. (1989). *Career stages of classroom teachers*. Lancaster, PA: Technomic.

C. Key Journals

- Educational Leadership
- ERS Spectrum

- NASSP Bulletin
- Phi Delta Kapan
- Principal
- Rural Educator

B. Class Policies

- 1. Academic Honesty** – Consistent with the rules and regulations of the University of South Dakota all written work by students should be the result of the individual student's research, thought, preparation and writing efforts. Plagiarism and work that is prepared by others outside of the enrolled class and submitted as original work by the student is reason for punitive actions which may include dismissal and other serious actions by the university.
- 2. Attendance** - *This is not an independent study class.* It is essential that all students access the material each week and keep up with the required postings to the bulletin board threaded discussion. The web site can be accessed anywhere that Internet services are provided. If students fall behind in their discussion responsibilities, their grade for that portion of the class will be affected.
- 3. Freedom in Learning** – Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the course to initiate a review of the evaluation.
- 4. Disabilities** – Any student who feels s/he may need accommodations or academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

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