

COURSE OUTLINE

ADMINISTRATION AND SUPERVISION OF TEACHING PERSONNEL

ELPS 662

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

Philosophies and techniques of supervision of instructional personnel. Selection, assignment, evaluation, and in-service improvement of teachers. The role of the supervisor in improving teaching and learning. Analysis of problems of teachers and counseling activities of supervisory personnel.

PLACE OF COURSE IN THE CURRICULUM

A requirement for the Master's Degree in Educational Administration and the Preliminary Administrative Services Credential.

COURSE PERFORMANCE OBJECTIVES

This course is designed to provide students with information and experiences that enable them to develop knowledge competency in the following areas:

1. The role of supervision for improvement in teaching and learning
2. Knowledgeable of the California Standards for the Teaching Profession
3. The methodology and results of effective teaching practices
4. Knowledgeable as to the principles of effective professional development
5. Models of supervision
6. Teacher performance evaluation
7. The use of research and site base data to improve instructional programs
8. Communication and group processes techniques

COURSE CONTENT

1. Roles of the School Supervisor
 - Historical and philosophical development
 - Conceptual model of supervision
 - Common tasks of supervision
 - Various roles of supervision
2. Instructional Program
 - Models of instruction
 - Characteristics of effective teaching
 - Common teaching and learning styles
 - Models and approaches to classroom management
 - Utilize multiple assessment measures to evaluate student learning
 - An accountability system of teaching and learning based on student learning standards
 - Knowledgeable of the California Standards for the Teaching Profession
 - Facilitate the use of appropriate learning materials and learning strategies
 - Shape a culture where high expectation for all students is the core purpose
3. Instructional Supervision
 - Differences between formative and summative evaluation
 - Models of supervision (clinical, peer sbwa, learning walk, coaching, etc.)
 - Apply standards for the teaching profession
 - Effective teaching practices and observation techniques
 - Teacher performance evaluation

4. Personal Ethics and Professional Growth
 - Engage in professional and personal development
 - Make and communicate decisions about relevant data research about effective teaching and learning, leadership, management practices and equity
 - Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards
 - Demonstrate skills in decision-making, problem solving, change management, planning, conflict management and evaluation
 - Demonstrate skills as a team leader, utilize group processes

STANDARDS ALIGNMENT – Preliminary Administrative Services Credential

(ELPS 650 – distribute California Standards to students and discuss.)

California Professional Standards for Educational Leaders (CPSEL)

Standards 1, 2, 3, 4, 5, 6

Standards of Candidate Competence and Performance

Standards 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

TEXTBOOKS

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Beach, Don M. and Reinhartz, Judy. *Supervisory Leadership: Focus on Instruction*. Allyn and Bacon, 2000

Hoy, Anita and Hoy, Wayne. *Instructional Leadership: A Learning Centered Guide*. Allyn and Bacon, 2003

Daresh, John C. *Supervision as a Proactive Process*. Waveland Press, 2001

Sullivan, Susan and Glanz, Jeffrey. *Supervision that Improves Teaching: Strategies and Techniques*. Corwin Press, 2000

Glickman, Carl D. *Leadership for Learning: How to Help Teachers Succeed*. Association for Supervision & Curriculum, 2002

ADDITIONAL READINGS

California Department of Education. *California Standards for the Teaching Profession*. 1997.

Marzano, R.J., Pickering, R.J., et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. 2001.

Schmoker, M. *Results: The Key to Continuous School Improvement*. 1999.

Danielson, Charlotte and McGreal, Thomas L. *Teacher Evaluation: To Enhance Professional Practice*. 2000.

Sparks, Dennis and Hirsh, Stephanie. *A New Vision for Staff Development*. Association for Supervision and Curriculum, 1997.

Students should avail themselves of the course bibliography, other texts and journals.

COURSE REQUIREMENTS AND GRADING POLICY

1. Attendance and active class participation
2. Student presentations of supervisory problems and situations, incorporating research findings
3. Student participation in simulations using video tapes &/or role playing
4. Lecture presentations, seminars and discussions
5. Student presentations oral and written reports
6. Objective/essay examination

ACADEMIC HONESTY POLICY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

COURSE SCHEDULE

Date

Readings/Assignments

Topic/Course Content