COURSE DESCRIPTION
Methods, theories and research applying to supervision at all levels of education: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, supervising principals, and department heads; study of supervisory methods, current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.

RATIONALE
One of the primary responsibilities of an administrator is the evaluation of instruction and the development of quality instructional personnel. This requires specific skills, dispositions, techniques, and processes, as well as, a knowledge base in instructional strategies, motivational psychology, and learning styles. This course focuses on a holistic approach to collegial supervision and administrative evaluation.

Class Verse: Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited. Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody. If it is possible, as far as it depends on you, live at peace with everyone (Romans 12:16-18).

I. **PREREQUISITES**
6 hours in the core area of the program.

II. **REQUIRED TEXTBOOKS**

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2014). *Supervision and Instructional Leadership: A developmental approach.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-285213-6

LiveText subscription to www.livetext.com. This is your online portfolio management program required for all education classes.

III. **MATERIALS FOR LEARNING**
A. Internet access (broadband recommended)
B. Microsoft Office

IV. **COURSE OBJECTIVES**
Upon completion of this course, each participant will be able to:

A. Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
B. Make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
C. Use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
D. Assist school personnel in understanding and applying best practices for student learning.

E. Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
F. Use appropriate research strategies to promote an environment for improved student achievement.
G. Implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
H. Use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
I. Develop and implement personal professional growth plans that reflect a commitment to life-long learning.

VDOE Competencies for School Administrators Met in this Course:

1.a.1 Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment.

1.a.2 Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning.

1.a.3 Planning, implementation, and refinement of standards-based curriculum aligned with instruction and assessment.

1.a.4 Collaborative planning and implementation of a variety of assessment techniques, including examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention.

1.a.5 Incorporation of differentiated and effective instruction that responds to individual learner needs including appropriate response to cultural, ethnic, and linguistic diversity.

1.a.6 Integration of technology in curriculum and instruction to enhance learner understanding.

1.a.7 Identification, analysis, and resolution of problems using effective problem-solving techniques.

1.b.1 Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models.

1.b.3 Information sources and processing, including data collection and data analysis strategies.

1.b.4 Using data as a part of ongoing program evaluation to inform and lead change.

1.b.5 Developing a change management strategy for improved student outcomes.

1.b.6 Developing empowerment strategies to create personalized learning environments for diverse schools.

1.b.7 Effective communication skills including consensus building, negotiation, and mediation skills.

1.c.1 Alignment of curriculum and instruction and assessment of the educational program to achieve high academic success at the school and division/district level.

1.c.2 Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community.

1.c.3 Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models.

1.c.8 Application of data-driven decision making to initiate and continue improvement in school and classroom practices.

1.d.4 Principles of effective two-way communication, including consensus building and negotiation skills.

1.e.2 Integration of high quality, content rich, job-embedded professional learning that respects the contribution of all.

1.e.3 Reflective understanding of theories of leadership and their application to decision-making in the school setting.

1.e.4 Intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity.

1.e.5   Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

1.f.1   Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory.

1.f.3   Identify and respond to internal and external forces and influences on a school.

1.g.1   Experiential activities that complement, implement, and parallel the university curriculum.

1.g.2   Activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program.

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

==**PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.**==

A.   **PRE-COURSE ASSIGNMENTS**
   ==*These are due **prior to** the beginning of the first intensive session. See course announcements in Blackboard for submission schedule.*==
   1.   *Textbook Reading:* Read the Glickman textbook.
   2.   *Home Page – Discussion Board:* See the directions provided in Blackboard.
   3.   *Discussion Board Participation:* Postings due in Blackboard per the schedule.
   4.   *Teacher Evaluation/Observation Instrument:* Obtain a teacher evaluation/observation instrument form from a public or private school in your community. The form to locate would be the classroom observation component. Upload a copy to Blackboard and print hardcopies of this form for each participant in the course. The instructor will tell you the session to bring them to class for a class activity.
   5.   *Policy Item:* Obtain a policy from your school or school division that *relates to supervision of instruction*. Upload a copy to Blackboard and bring three copies of this policy with you on the first day of class.
   6.   *Action Research Benchmark:* The written portion of this assignment will be completed by two weeks after the on-campus class concludes, but the actual activity should be started as a several weeks prior to the first intensive session. The activity should include the following: collaborating with a novice teacher to identify an area for instructional improvement, gaining building administrator permission to conduct the project, developing a plan to assist the teacher in the identified area, observing classroom implementation of strategies, and monitoring and summarizing success of the strategies. While **this project is not considered a part of LU's practicum program and hours involved are not applicable to that program**, some school officials may view the similarity in activity as technically a practicum experience. Students should access the Liberty list of practicum approved schools to determine if a request to the administrator must come through Liberty first. See the complete list of schools at http://www.liberty.edu/academics/education/teacher/index.cfm?PID=25664 If your school is on the list, you need to complete an application and submit it as instructed on this site. If your school is not listed, you do not have to use the LU protocol and are free to communicate with your administrator.

B.   **DURING-COURSE ASSIGNMENTS**
   ==*These will be completed during the course of the one-week intensive.*==
   1.   *Supervision of Instruction Questions:* Develop a set of questions related to supervision of instruction for discussion throughout the week.
   2.   *Policy Analysis:* Directions will be provided in class.
   3.   *Case Study (Team Assignment):* With your team, analyze a case study. Present the

scenarios to the class, answer the questions provided, and address any other relevant issues. No written assignment is necessary.

4. *Analysis of Observation Instrument (Critique):* Team assignment with oral presentation. Compare and contrast the evaluation forms that were provided to you by your classmates. Address elements you identify as most valuable and those you perceive as least effective. Which form would you prefer to use for an observation and why?

5. *Observations (Team Assignment):* You will work on this during class and may have it submitted before leaving on Friday. Submit this in Blackboard at the direction of the professor. For details, see the directions provided in Blackboard.

6. *Action Research Oral Presentation:* (There is no written requirement for this assignment.) Present to the class
a brief synopsis of your action research experience (completed pre-course).

7. *Participation:* See comments under the "Evaluation and Grading" section.

8. *Class Summary and Reflection:* This will be completed on the final day of class.

9. *Disposition Survey:* This will be completed on the final day of class.

10. *End of Course Survey: T*his will be completed on the final day of class.

C. **POST-COURSE ASSIGNMENTS**
   These are due within two weeks after the last day that the residential intensive is completed.

   1. *Action Research Benchmark:* Complete this benchmark assignment after the course ends. Submit in LiveText by due date provided by the professor. For details, see the directions provided in a separate document.

   2. **Observations (Team Assignment):** This activity will be completed as a group in class**.** The goal will be to complete and submit in Blackboard the written portion of this assignment prior to leaving class this week. If not completed, the assignment must be submitted no later than two weeks from the last day of class.

VI. **EVALUATION AND GRADING**

   A. *Honor Code:* Please review the Honor Code as stated in *The Liberty Way*. "We, the students, faculty and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not. Liberty University is an institution of higher education espousing Christian values and ethics. Each student is required to maintain an exemplary testimony and fulfill his/her responsibilities to the Honor Code."

   B. *Point Values & Due Dates*

ASSIGNMENTS	Type	Submit how?	Pre Course	During Course	After Course	Pts
Action Research Benchmark	Independent	Livetext	**X** Proposal and data collection		**X** summary	250
Home page	Independent	Blackboard	**X**			10
Discussion Board Posts*	Independent posting	Blackboard	**X**			150
Supervision of Instruction Questions	Individual	Paper Copy Written in Class		**X**		20
Policy Analysis	Group	Paper Copy in Class/ Oral Presentation	Bring 3 policy	**X**		60
Team Case Study	Group	Oral Presentation in class		**X**		100

Analysis of Observation Instruments	Independent	Paper Copy in Class/Written Analysis/ Oral Presentation	Bring copies to class, one for each class member	X		60
Observations (Team)	Group	Blackboard		X observation	X summary	100
Action Research Oral Presentation	Individual	Oral presentation in class		X		50
Participation	Participation in all class activities	N/A		X		100
Class Summary and Reflection	Independent	Paper Copy in Class		X		100
TOTAL						**1000**

* Discussion Board Questions - 2 questions at 75 points per question = 150

C. ***All assignments must be completed in order to pass the course.***

D.   ***Scale***

      A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889

      C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779

      D- = 730–749 F = 729 and below

E. ***Late Assignment Policy***

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receive a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class (two weeks after the last day of class) will not be accepted without documentation or extenuating circumstances. Contact the professor should an extenuating circumstance occur.

Because this class is taught in a residence format where students have come from all distances to this campus to learn and interact with others in a face-to-face format, participation is required. Various class activities will involve peer interaction, group work, group presentations, etc. Lack of participation and effort or inappropriate interactions with others may result in a grade reduction or failure of the course.

D. ***Disabilities:*** Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in TE 127 for arrangements for academic accommodations. PH: (434) 582-2159. Website: https://www.liberty.edu/index.cfm?PID=113.

VII.   **PERIODICALS**
      Educational Leadership
      Journal of Curriculum and Supervision
      Phi Delta Kappan

This syllabus is subject to change by verbal or written announcement by the professor.