Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

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
1. **Course Requirement Checklist**: Complete within the first two days of the official course opening in Blackboard.
2. **Textbook Reading**: Read the Glickman textbook
3. **Laptop to complete in class assignments.**
4. **Home Page – Discussion Board:** See the directions provided in Blackboard.
5. **Supervision of Instruction Questions:** Develop a set of questions related to supervision of instruction for discussion throughout the week. Submit this assignment to Blackboard as instructed in the assignment section.
6. **Policy Item:** Obtain a policy from your K-12 school or school division that relates to supervision of instruction. Print three copies of this policy and bring them to the afternoon session of the first day of class.
7. **Local K-12 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. Print hardcopies of this form for each participant in the course and bring them to the Wednesday morning session of the intensive week.
8. **Educator Evaluation Systems Analysis:** Examine the information on your state’s department of education website relating to policies and procedures regarding educator evaluation. Refer to the assignment in Blackboard for full instructions and due date.
9. **Policy Analysis:** Directions will be provided in class.
10. **Case Study (Team Assignment):** With your team, analyze an assigned case study from the textbook. Present the scenarios to the class, answer the questions provided, and address any other relevant issues. No written assignment is necessary.
11. **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?
12. **Video Teacher Observations (Team and Individual Assignment):** The group aspect of this activity will take place Wednesday afternoon. Complete and submit in Blackboard the individual written component before class resumes on Thursday morning.
13. **ELCC Action Research Case Study Benchmark:** Complete this benchmark assignment in stages throughout the week as instructed by the professor. Submit in LiveText.
14. **ELCC Action Research Case Study Oral Presentation:** Present to the class a brief synopsis of your action research case study assignment. Details will be provided by the professor.
15. **Participation:** See comments under the "Evaluation and Grading" section.
16. **Class Summary and Reflection:** This will be completed within one week of the final day of class.
17. **Disposition Survey:** This will be completed within one week of the final day of class.
18. **End of Course Survey:** This will be completed as notified when made active by the university.
I. 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

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<td>Livetext  </td>
<td>250</td>
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<td>Course Requirement Checklist</td>
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<td>Supervision of Instruction Questions</td>
<td>Individual</td>
<td>Blackboard: Written in</td>
<td>30</td>
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<tr>
<td>Policy Analysis</td>
<td>Group</td>
<td>Bring 3 policy copies to class / Oral Presentation</td>
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<td>Team Textbook Case Study</td>
<td>Group</td>
<td>Oral Presentation in class</td>
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<td>Educator Evaluation Systems Analysis</td>
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<td>Blackboard</td>
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<td>Bring copies to class, one for each class member /Written Analysis/ Oral Presentation</td>
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<td>Video Observations</td>
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<td>Blackboard</td>
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<td>Action Research Oral Presentation</td>
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<td>Participation</td>
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C. *All assignments must be completed in order to pass the course.*

A. **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

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](https://www.liberty.edu/index.cfm?PID=113).