

TENNESSEE STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Prefix and Number: EDAD 503

Title: Supervision and Improvement of Instruction

Instructor: Roger W. Wiemers, Ed.D., Assistant Professor

Office and Hours: Room 216, Clay Education Building
Monday 1:00pm – 4:30pm
Tuesday 12:00 – 2:00pm
Wednesday 1:00pm – 4:30pm
Thursday 9:00am – 12:00pm
Friday By appointment only

Office telephone: (615) 963-5479
Fax: (615) 963-1553
E-mail: rwiemers@tnstate.edu

Professional Education Theme: Competent and Caring Professionals: Facilitators of Learning with Multicultural Perspectives.

Catalog Description: “Designed to develop understanding of basic theories of supervision and supervisory procedures for improving instructional services.”

Prerequisite(s): None, though EDAD 502 would be beneficial.

Relationship to Knowledge-Base Model/State Guidelines:

To prepare and assure that students will be competent and caring facilitators of learning, adept to teach and model the desired behaviors in a multicultural settings. Students are introduced to supervisory theories and concepts that will afford them the ability to face relevant educational problems. Research will be examined as students learn methods for improving instruction in diverse situations.

Relationship to Program:

EDAD 503 should be an early course in the masters program for educational administration. Experiences in professional studies in which students are challenged to acquire and learn to apply their knowledge include, but are not limited to, the following:

- The use of supervisory theory and methods for practical application.
- The creation of models for supervision.
- Methods for evaluating instruction.
- The need for examining various aspects of teacher performance.

- The writing of assessment/evaluation reports for accuracy.
- The interpretation of indicators of student achievement.

Course Objectives:

- Develop an understanding of supervisory theories, methods, and procedures.
- Identify potential models for supervision for instructional performance.
- Analyze and provide written and oral reports on instructional performance.
- Understand the relationship between school climate and learning.
- Develop a program of instructional improvement that integrates theory and practice.
- Apply appropriate supervision and instructional models.

Methods of Instruction:

- Some of the material will be presented through lecture.
- Students will work in small groups to complete assignments and to study for tests and other evaluations.
- Students will be assigned exercises for completion at home and in class.
- Guest speakers may be invited to share their expertise.
- Small projects of a special nature will be assigned, i.e., case studies. Research and statistics relating to diverse populations will be examined.
- Writing assignments will be given.

Field Experiences: Data collection may be required to be used as examples. Also, an interview of an administrator is necessary to understand his/her supervision philosophy and model.

Course Requirements:

- Regular, punctual attendance and active participation.
- Keep a journal throughout the course. It will be submitted for a grade on the second to last class meeting.
- Midterm Exam – essay and objective format.
- A 10+page paper assessing the organizational climate of a school. Due date will be discussed. (APA style, 1” margins, references, cover page, etc.)
- A group project will be completed with a group of class members.
 - As a group, identify a problem area in supervision
 - Write a scenario that provides a role-play with individuals involved in a specific problem.
 - On the last class meeting, students in the groups will perform the role play, pose questions to the class on how to resolve the issue(s), and facilitate a discussion on how to best resolve the situation.
 - Prepare a handout for each student with the scenario and questions to be discussed.

- For your grade on this assignment, submit to the professor the written scenario, the list of questions, and the correct responses.
- 6) Two (2) journal article critiques will be required. Due dates discussed later.

Evaluation of Student Work:

a.	Journal	=	20%
b.	Daily/weekly assignments (critiques)	=	15%
c.	Major paper	=	20%
d.	Role play scenario	=	20%
e.	Mid-term exam	=	15%
f.	Attendance/Participation	=	10%

Relationship of Course Content with Issues of Equity, Cultural Diversity, and Global Applications and Technology:

- a. Because graduate courses give students the tools to establish objective reality through research, their very nature discourages stereotyping and bias. EDAD 503 teaches the use of grouped data to find accurate and empirical outcomes, and thereby the creation of false images about differing groups is limited.
- b. As students become researchers, they gain the skills to find accurate and unbiased information about other peoples and cultures, allowing interchanges without inaccurate preconceived notions.

Required Texts:

Beach, D. M., and Reinhartz, J., (2000). Supervisory Leadership: Focus on Instruction. Allyn & Bacon: Boston, MA.

Course / Instruction Evaluation:

An end-of-the-semester evaluation will be conducted in accordance with institutional guidelines.

Policies on Attendance, Due Dates, and Make-Up:

Prompt, consistent class attendance and active participation is essential. If you anticipate missing a class, discuss this with the professor and develop a plan on your own to make up the missed work. The professor must approve the plan. Make-up work is due on the class period following the absence. Exams must be made-up within one week of the scheduled day and the student should expect a different exam than what his/her peers received.

WORK SUBMITTED AFTER DECEMBER 4TH WILL NOT BE ACCEPTED!

Students missing and/or late to class more than two (2) times will have their final grade reduced, unless extreme extenuating circumstances are proven. A grade of “Incomplete” is extremely difficult to receive, requiring the Dean’s approval based on written explanation with outside supporting proof.

Additional References

Eisner, E. W., (2002). The Educational Imagination: On the Design and Evaluation of School Programs. Pearson Education, Inc., Upper Saddle River, NJ.

Marzely, B., (2001). Supervision in Education: A Differentiated Approach with Legal Perspectives. Aspen Publishers, Inc., Gaithersburg, MD.

Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M., (2001). Supervision and Instructional Leadership: A Developmental Approach. Pearson Education Inc., Needham Heights, MA.

Sullivan, S., and Glanz, J., (2000). Supervision that Improves Teaching: Strategies and Techniques. Corwin Press, Inc., Thousand Oaks, CA.

Zepeda, S.J., and Langenbach, M., (1999). Special Programs in Regular Schools: Historical Foundations, Standards, and Contemporary Issues. Allyn & Bacon, Needham Heights, MA.

Kosmoski, G. J., (1997). Supervision. Stylex Publishing Co., Mequon, WI.

Oliva, P. F. and Pawlas, G. E., (1997). Supervision for Today's Schools. Longman Publishers, White Plains, NY.

Acheson, K. A. and Gall, M. D., (1997). Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications. Longman Publishers, White Plains, NY.

Saphier, J., (1993). How to Make Supervision and Evaluation Really Work: Supervision and Evaluation in the Context of Strengthening School Culture. Research for Better Teaching, Inc., Carlisle, MA.

Bechtol, W. M. and Sorenson, J. S., (1993). Restructuring Schooling for Individual Students. Allyn & Bacon, Needham Heights, MA.

DeRoche, E. F., (1987). An Administrator's Guide for Evaluating Programs and Personnel: An Effective Schools Approach. Allyn & Bacon, Newton, MA.