Course Description:
EDL 635 is designed to give the graduate administration student a knowledge of the principles, purposes, organization and development of supervisory programs. Theory and practice of the principles, techniques, and procedures in the improvement at both the elementary and secondary school levels will be addressed. Twenty clock hours of practicum experiences are required.

Text:

College of Education and Human Development
Conceptual Framework

The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY). The following is the link to the conceptual framework on the COEHD website.
http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

Course Objectives:
Upon completion of this course the student will have a knowledge and understanding of:
1. Theories of child and human development, the teaching and learning process, and models of and processes for on-going school improvement; PS CK KL
2. Relevant research findings and strategies for using data to develop and maintain the school vision; CK
3. Research and theories related to teaching, learning, curriculum development and integration, and motivation; CK KL
4. Strategies for creating an empowering environment that supports innovative teaching and powerful learning; SM
5. Supervisory and observational techniques that promote effective teaching and learning in a growth-oriented environment; SM
6. Methods by which information from various sources can be used to establish challenging standards for self, faculty, students, and the school; SM
7. Strategies for monitoring progress toward reaching the standards established; professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes; SM TY
8. The school culture and the strengths and weaknesses of self, faculty, and students; DV CK
9. Current trends in terms of social, political and cultural influences on education; PS CK DV
10. Organizational learning for school cultures, goal setting, change processes, and group dynamics. PS CK DV
Course Requirements: NCATE Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 5.1, 7.2

Students will:

1. Interview an instructional supervisor and synthesize/analyze the responses in terms of how this supervisor perceives his/her role in relation to teachers, administration, curriculum improvement, evaluation of teaching and school improvement;
2. Initiate a staff development activity with emphasis on development and implementation of a shared vision;
3. Complete an analysis of a school’s culture based on collected data;
4. Design a plan for enhancing the collaborative culture of the school;
5. Critique an observation and evaluation form used by a local system;
6. Observe and assess teachers using a self constructed observation form which recognizes effective component of teaching and learning;
7. Develop a plan for a successful conference using collected observational data and student achievement data to enhance the teacher’s role in self-reflection and self-development;
8. Analyze a dilemma of practice related to supervision of instruction and plan for the best solution(s) to the dilemma considering the school culture, teacher observational data, student assessment data (achievement and behavioral), the school improvement plan and any other data of importance;
9. Keep a log of practicum experiences totaling a minimum of 20 clock hours inclusive of interviews, teacher observations, school data collection, delivery of staff development activities, etc.

Writing/Speaking Standard:

This graduate course is a component of a much larger effort to improve the preparation of educational administrators. As transformational leaders of the future, students in this course are expected to model an understanding of the liberal arts inclusive of, but certainly not limited to, applying correct grammar, spelling, and punctuation in written assignments and using correct and appropriate spoken language. All writing will meet the requirements of the APA Style Manual.

Course Evaluation:

Student performance in the course will be evaluated through a combination of exams, individual projects, and participation. Each individual instructor reserves the right to establish additional methods of evaluation. Grades of “A” will be reserved for work of the highest quality. “B” will be awarded for “good” work. A grade of “C” will be awarded for “acceptable” work. Work that is “unacceptable” will receive an “F”.

College of Education and Human Development Conceptual Framework:

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare for the future, the College of Education and Human Development (COEHD) has identified the four critical components of The Effective Educator: standards-based instruction, knowledge of the learner, best pedagogical practices, and content knowledge.

Resources:

Books:

Periodicals:
Educational Leadership
Journal of Curriculum and Supervision
Phi Delta Kappan

□ NOTE: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 202, Student Union.