

Administration and Supervision of Elementary and Secondary Schools
15:230:512, Fall 2021
 3 Credits

Instructor Name Rachel Pereira	Email address: Rachel.Pereira@rutgers.edu
Phone Number: 732 848 0789	Location: Canvas
Office Hours: as scheduled	Prerequisites or other limitations: none
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning goals: This course is designed to help prospective school leaders learn about issues of instructional leadership and supervision within a classroom and school. Students will consider how issues of supervision, evaluation, and accountability create opportunities and challenges for educational leadership in a learning community. The expectation is that this is an online course whereby students are expected to complete the same level of rigorous course of study that is expected in “in person” classes.

Applicable Administrative Code and Standards

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

This course is also designed to align with 2016 CAEP (Council for Accreditation of Educator Preparation) Standards for Advanced Programs:

Standard A. 1. Content and Pedagogical Knowledge The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and

principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Course catalog description: Problems of organization, supervision, and administration of elementary and secondary schools.

Other description of course purposes, context, methods, etc:

The course is offered as an internet course—this means that learners are expected to spend the same amount of time required for an “in person” class on the lesson and assignments. The expectation is that students will spend at least **3 hours per week** on the course portal posting and responding to class assignments, and then additional time preparing for class assignments. Students are required to respond to class lecture postings and all assignments in the time frame provided by the professor.

The instructor has provided additional information relating to how to succeed in the internet format in a separate document. Please read “How to Succeed in this Course,” and “Checklist for Internet Course Success,” which are included at the end of this document.

Assignments and readings are to be completed on the date specified. **Active participation through class discussions is required.** Students with disabilities who require accommodations should discuss these with the instructor as soon as possible.

Your full participation with the course materials in canvas is vital to gaining a greater understanding of the material. For most weeks, new activities will be released by Saturday morning and you will usually be expected to return to activities at **least three days during the week** in order to respond to discussions underway by your classmates.

Even though I will not respond to every posting, I am reading your responses for quality of thought, quality of expression and I will also be looking when you respond. When students respond to class discussions, **it is expected that students demonstrate mastery of course readings while also applying practical knowledge. It is expected that in addition to individual student posts, students will respond to a minimum of 3 posts by fellow classmates per discussion and pose at least 3 thought provoking questions to fellow classmates per discussion. You are expected to log in to Canvas three times throughout the week at a **minimum** to read and participate in new discussions. Needless to say, it's easier to tackle the main issues if you post early, before everyone else has picked over a reading or issue so beware of always being among the last respondents in a discussion.**

It's also easier to respond to others when they've taken the time to compose their thoughts into a coherent message. While I'm not completely adverse to non-standard spelling and grammar in discussion groups if I can't follow your thinking in the post, you're probably not going to get as much respect for your ideas as they may deserve. Further, as future school administrators, it is imperative that your communication style be as professional as possible. Therefore, I do ask that you try to be as mindful as possible to grammar, spelling and punctuation when communicating your thoughts.

In sum, in order to receive full credit for the weekly threaded discussions, you should include the following:

- Participate in the class discussion at least **3 different days** of out of the week
- Engage classmates in discussions by posing thought provoking questions to at least **3 classmates per week**
- Submit your own response to the question posed to the class by the due date, included in your response is your mastery of the class reading (including citation to the text or other materials) and any practical knowledge you believe to be applicable
- Reply to questions posed of you and discussions initiated by your classmates of your post by the due date
- Please keep in mind that late posts to the weekly discussion will not be accepted. It is imperative that you submit your weekly posts and responses to your classmates in a timely fashion (by 11:59pm of the due date). I have explained more on the intro conference call. However, since the class will move forward with the next week immediately after the due date, you should complete everything in a timely fashion.

It is not my desire to be overly prescriptive, however, since this is an online medium, it is important in order to be respectful of everyone that we follow these guidelines, otherwise, we cannot maintain our class discussions.

I will be reading all discussions and posting comments where I think necessary. I do expect you to **respond to questions posed by me and your classmates** in these postings.

Please keep to the topic listed in the instructions for each discussion thread or group. If you have other issues or concerns, please bring them up in the Housekeeping discussion area available from the Canvas "Course Home" unit.

The course policies and the syllabus are subject to revisions which will be posted in the Announcements section of Canvas and you are expected to stay on top of changes made. Check back frequently!

Grading policy:

Evaluation of Student Performance: Assessment strategies for this course will target five areas of student ability: 1) knowledge and comprehension; 2) Reasoning ability and analysis; 3) Application of skills; 4) Product development; and 5) Leadership dispositions and attributes.

Case Development Project:	20%
Current Events:	10%
Final Exam:	20%
Attendance/Class Participation:	50%
Preparedness	

Assignments:

Final Exam: Dec 4 – Dec 13 (11:59pm)- Late submissions will not be considered

Under the Unit Titled Final Exam, you will find your final exam questions. You will be presented with 4 questions to respond to in 6 hours. The time will be kept by canvas. You will be presented with a mixture of vignettes and questions about concepts from the class texts. (Samples of the type of vignettes that will be posed can be found under the Housekeeping section of the course). You will be asked to respond to all 4 questions in a maximum of six hours.

Please be sure to incorporate the theoretical knowledge you have learned from the text with practical experiences you have learned in your schools. **Please be sure to exhibit a mastery of the theoretical concepts you have learned in class texts and readings in all of your responses. The final exam is your last opportunity to display your mastery of the theories you have learned from the text. Please be sure to incorporate your understanding of the material in your responses.** Further explanation regarding the exam will be explained on the introductory conference call.

Case Development: Due December 3 (11:59pm) - Late submissions will not be considered. Students will develop a “case” that relates to specific concept that impacts an aspect of educational leadership that particularly interests them (you are free to use the topic you chose for your current events project.) Your case will include three parts:

- 1) A three to five page (12 point Times New Roman font, double-spaced) narrative;
- 2) A set of 5 critical questions posed to the reader that prompt them to think deeply about the topic; and
- 3) Teaching Notes that detail relevant literature, theories and/or concepts that apply to the case.

A case of exceptional quality will have a rich, detailed, and engaging narrative, include teaching notes that draw from class resources and augment these with additional scholarly materials from peer-reviewed journals and other reputable sources, be free of grammatical errors, and adhere to APA style. Examples of cases written in this format may be obtained from the Journal of Cases in Educational Leadership (this journal is available online through the Rutgers Library). You will be assessed for the quality of the teaching notes, questions, and the richness of the narrative.

Current Events: Due by October 15 (11:59pm)

The study of educational policy and administration is made much more interesting and relevant through reference to the “real world.” Each student must present a link to an article describing a current issue in educational policy and 4-6 paragraphs sharing their view of the topic. Articles should be published within the past 4 months. It is thus strongly recommended that students follow current events by reading a major daily newspaper and blogs such as The New York Times, Wall Street Journal, and Education Weekly, amongst others.

All activities in this course align with the Professional Standards for School Leaders (PSEL) 2015. The New Jersey Administrator Code 6A:9-3.4 Professional Standards for School Leaders School leader preparation, district induction, and professional development programs shall align their learning opportunities with the Professional Standards for Educational Leaders 2015, developed by the National Policy Board for Educational Administration (NPBEA), incorporated herein by reference, available at <http://www.npbea.org/wp/wpcontent/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Class Reading Schedule:

Required Texts and Materials:

- Supervision and Instructional Leadership: A Developmental Approach (10th Edition) by Glickman
- Remember the Titans – movie

Subject to Change: Please use only as point of reference; additional readings and class assignments will be assigned throughout the semester

Week of Sept 1

Introductions

Week of Sept 4

Read-

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1092&context=cpre_researchreports

Week of Sept 11

Read - <http://www.transformationalleadership.net/products/TransformationalLeadershipReport.pdf>

Please watch the movie Remember the Titans for this week. The movie is a commercially available movie that can be found at most video rental places. If you are unable to find the movie, please contact me – however, please watch the movie to be prepared to respond to posted questions. If you have already seen the movie, please re-watch it and take notes, because we will be discussing the movie with a critical eye toward leadership.

Week of Sept 18

Read chapters 1-5

Week of Sept 25

Read chapters 9-11

Week of Oct 2

Read Chapters 15-18

Week of Oct 9

Current events article due Oct 22

Week of Oct 16

Read Pollack article

Week of Oct 23

Read Chapters 19-23

Week of Oct 30

NJEA Convention

Week of Nov. 6

Prep for case development project

Week of Nov. 27

Case development project due on Dec 3

Week of Dec 5-Dec.13

Final Exam