

**PVAMU Course Syllabus**  
**Principles of SUPERVISION 5113-Z01**  
**Internet Course**

Spring 2013

Department of      Educational Leadership      College of Education  
                                 & Counseling

**Instructor Name:**      *Dr. Irma Harper*  
**Office Location:**      *Internet*  
**Cell Phone:**      *979-575-2306*  
**Fax:**      *979-458-6044*  
**Email Address:**      *iharper@tamus.edu*

**Office Hours:**    Determined Based on Appointments Established With Each Respective Student  
**Additional Office /**      Students are advised to make appointments for virtual office visits.  
**Contact Information:**    *iharper@tamus.edu*

**Course Location:**    Online  
**Class Meeting Days & Times:**    Internet  
**Course Abbreviation and Number:**    SUPV 5113 Z01 – Principles of Supervision  
**Catalog Description:**    It provides students of administration and supervision an opportunity to gain a comprehensive and contemporary view of the practical and theoretical principles and their application to public and private school supervisors.

**Prerequisites:**    ADMN 5073-School Curriculum Leadership  
**Co-requisites:**

**Required**      **Primary Textbook**  
**Text:**      Pawlas, George E. and Oliva, Peter F. (2008). Supervision of Today's Schools. 8<sup>th</sup> Edition. New York: Wiley. ISBN 978-0-470-08758-9

**Recommended Text:**    American Psychological Association (2010). Publication Manual of the American Psychological Association; 6<sup>th</sup> Edition. Washington, DC.

**Access to Learning Resources:**    PVAMU Library:  
   phone: (936) 261-1500;  
   web: <http://www.tamu.edu/pvamu/library/>  
                                 University Bookstore:  
   phone: (936) 261-1990;  
   web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Course Goals or Overview:**

1. Student understanding of the historical development of supervision
2. To prepare beginning professional as facilitators of teacher growth and development
3. To prepare beginning administrators as facilitators of teacher growth and development
4. To prepare beginning administrators as reflective and continual learners who use self-evaluation and consistently encourage professional growth
5. To encourage beginning administrators to facilitate collegial relations in the workforce

**Course Objectives/Accrediting Body NCATE Standards Met:**

At the end of this course, the student will;

1. Be able to demonstrate an understanding of supervisory principles
2. Be able to facilitate the growth and development of teachers and students
3. Demonstrate the ability to utilize strategies to ensure the development of collegial relationships and effective collaboration of campus staff, per NCATE Standard
4. Define and differentiate between supervision and management, per NCATE Standard
5. Be able to engage in meaningful professional growth activities and to further develop necessary knowledge and skills for a model lifelong learning, per NCATE Standard
6. Identify instructional needs of students, per NCATE Standard

**TERMINAL OBJECTIVES**

Students are enabled to:

1. Discuss various theories and models that influence school supervision.
2. Discuss various roles, processes and functions of supervisory administrators.
3. Utilize decision making and planning strategies to solve supervisory problems
4. Discuss practical dimensions of supervisory principles and operational challenges of supervision and instructional leadership.
5. Be legitimately prepared to lead and collaborate with school staff and administration.
6. Recognize and discuss TExES provisions and requirements.

**Curriculum Outline:****Part I: Nature of Supervision.**

- o Roles of the School Supervisor.
- o Issues in Supervision.

**Part II: Leadership in Instructional Development.**

- o Helping Teachers Plan for Instruction.
- o Helping Teachers Present Instruction.
- o Helping Teachers with Classroom Management.
- o Helping Teachers Evaluate Instruction.

**Part III: Leadership in Curriculum Development.**

- o Helping Teachers Plan and Implement Curricula.
- o Helping Teachers Evaluate Curricula.

**Part IV: Leadership in Staff Development.**

- o Helping Teachers through In-Service Programs.
- o Helping Teachers on a One-to-One Basis.
- o Helping Teachers Work Together.
- o Helping Teachers Evaluate Their Own Performance.

**Part V: The Summative Dimension of Teacher Evaluation.**

- o Summative Assessment of Teacher Performance.

**Part VI: Instructional Supervision: Evaluation and Change.**

- o Improving Instructional Supervision.

**Units:**

Unit #1: Chapters

Unit #2: Chapters 2

Unit #3: Chapter 3

Unit #4: Chapter 4

Unit #5: Chapter 5

Unit #6: Chapter 6

Unit #7: Chapters 7

Unit #8: Chapter 8  
Unit #9: Chapter 9  
Unit #10: Chapter 10  
Unit: #11: Chapter 11  
Unit #12: Chapter 12 & 13  
Unit #13: Chapter 14

## **COURSE REQUIREMENTS:**

### **1. Unit Completions (60%):**

Each unit will contain the following assignments:

- **Article Reviews:** Each student will complete a ½ page article review on assigned article(s). Articles will be submitted in the WebCT assignment drop box.
- **Discussion Postings:** Students are required to participate weekly in discussion postings over specified unit topics.
- **Unit Quizzes:** Each student will complete a quiz over each unit.

**2. Supervisor Interview – (10%):** Each student is expected to interview someone in their district who is in a supervisory role. A specific list of questions will be provided by the instructor.

**3. Case Study File: - (20%):** Each student will complete a Case Study File. Case studies will be provided to the student. The student will complete each case study by responding to the appropriate action to be taken. Students are encouraged to use campus/district supervisors as resources.

**4. Final Exam – (10%):** Students will be required to take a final exam.

### **TRUE OUTCOMES [Note: This student assessment tool is subject to change by semester's end].**

True Outcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your as coursework that serves as evidence that course objectives are met) and will be loaded into both Web-CT and True Outcomes. The assignment(s) to be used as True Outcomes artifacts will be identified by your instructor. Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the True Outcomes web site at: [www.trueoutcome](http://www.trueoutcome)

## **Course Procedures**

### **Submission of Assignments:**

Assignments are to be submitted to the Professor on time. All assignments will be turned in on the eCourse Assignment link. The student must keep a copy of all assignments for future references.

### **Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

### **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

## **UNIVERSITY ATTENDANCE POLICY**

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner. Excessive absenteeism, whether **excused** or **unexcused**, may result in course grade being reduced to a grade of "F." Absences are accumulated beginning with the first

day of class during regular semesters and summer terms. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation prior to or immediately upon student's return to class.

### **Disability Statement**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at 936-261-3585 or 3581 early in the semester so that appropriate arrangements can be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **Academic Misconduct**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the Student Handbook, especially the section on academic misconduct. Student who engage in academic misconduct are subject to university discipline procedures.

Forms of academic dishonesty include:

1. Cheating – deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she really has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic Misconduct – tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication – use of invented information or falsified research.

### **Nonacademic Misconduct**

The university respects the right of instructors to teach and student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary actions. Such actions will be adjudicated by the Dean of Students under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

#### **Nonacademic Misconduct**

The university respects the right of instructors to teach and student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary actions. Such actions will be adjudicated by the Dean of Students under nonacademic procedures.

#### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **TExES Domains / Competencies**

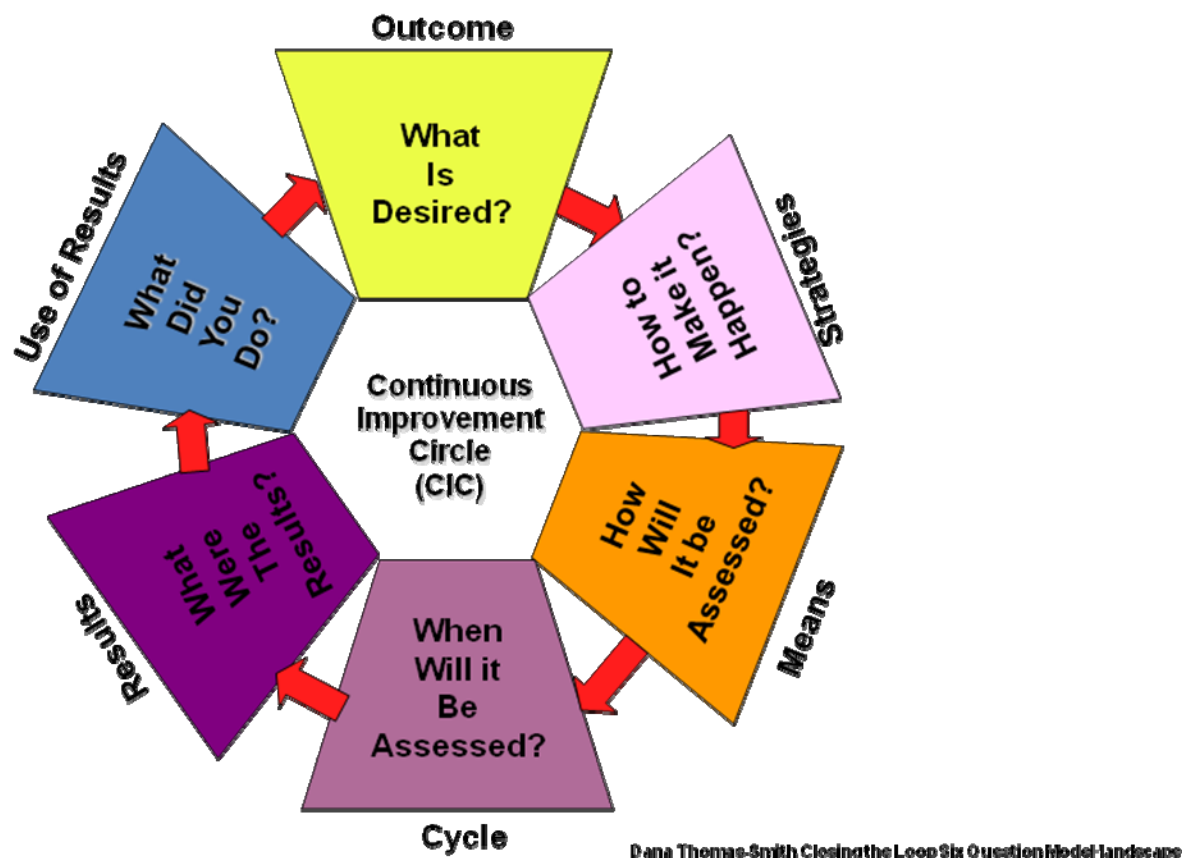
The following TExES competencies will be addressed:

- C1: Learner-Centered Leadership and Campus Culture **D-I**
- C2: Learner-Centered Communication and Community Relations **D-I**
- C3: Learner-Centered Values and Ethics **D-I**
- C4: Learner-Centered Curriculum Planning and Development **D-II**
- C5: Learner-Centered Instructional Leadership and Management **D-II**
- C6: Learner-Centered Human Resource Leadership and Management **D-II**
- C7: Learner-Centered Organizational Development **D-II**
- C8: Learner-Centered Leadership and Management **D-III**
- C9: Learner-Centered Facilities, Safety, and Management **D-III**

# Quality Without Compromise

## Closing the Loop

### The Six Question Model at Prairie View A&M University



#### College Policies and Procedures

##### **Textbook Access**

**Please Note:** Students have the choice of using alternative methods to access textbook information (internet websites, books on reserve at the library, etc). Students are required and held accountable to complete all assignments as noted in the syllabus.

##### **True Outcomes**

True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from to another assessment tool for students. The new assessment tool and artifacts for fall 2010 will be announced during the course of the semester.

##### **Two "C" Rule**

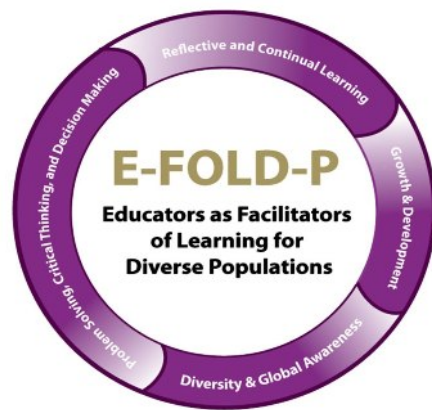
**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

##### **Certification**

No grade of "C" or below will be accepted for certification. To obtain certification, the candidate must apply and meet the required standards as espoused by the Office of Teacher Certification. Please view the webpage at [www.pvamu.edu](http://www.pvamu.edu). Select *Colleges*, *Whitlowe R. Green College of Education*, and then *Office of Teacher Certification*. Additional items can be found at the College of Education webpage.

**E-FOLD-P (Conceptual Framework)**  
**(Educator As Facilitator For Diverse Populations)**

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



## **SKILLS ASSESSMENT**

### **A. Critical/Holistic Thinking Skills**

- Ability to maintain focus
- Ability to shift perspectives
- Ability to apply logic to key words and phrases when seeking answers to exam questions.

### **B. Listening Skills**

- Ability to follow instructions
- Ability to pay close attention to details
- Ability to maintain attention span when others are speaking

### **C. Writing Skills**

- Sentence structure
- Spelling
- Punctuation

### **D. Management Skills**

- Time management
- Ability to plan
- Ability to organize

### **E. Interpersonal Skills**

- Ability to stand and speak with confidence
- Regular participation in class discussions
- Willingness to ask questions and seek advice of instructor

**SPECIAL NOTICE:** The Whitlowe R. Green College of Education has purchased **TE<sub>x</sub>ES** practice materials and exams for students seeking State Certificate. These materials and exams are located in the *Educator Preparation Lab* on the 3<sup>rd</sup> floor (332) in Delco. The lab will be open until 9:00 pm Monday through Thursday, and on Saturday for a few hours. Students are strongly encouraged to visit the lab to review materials and take the practice exam to increase their success on the TE<sub>x</sub>ES.

TO: Dr. Irma Harper

FROM: Mr./Ms. *[Student's Name (student ID#)]*  
Principal

DATE: *[Submission Date]*

RE: Journal Article I/Journal Article 2

[illegible]

ImplicationsXXX  
ImplicationsXXX  
ImplicationsXXX

Alexander, K., Entwisle, D., & Thompson, M. (1987). School performance status relations and the structure of sentiment: Bringing the teacher back in. American Sociological Review, 52 (5), 665-682.

Alsop, R. (1991). Poverty: Its effects on our children. Protecting Children, 7 (4), 2.

## SUGGESTED JOURNALS AND PERIODICALS

**Harvard Educational Review**  
**Educational Leadership**  
**Phi Delta Kappan**  
**The School Administrator**  
**Journal Of Educational Research**  
**NASSP Bulletin (National Association Of Secondary School Principals)**  
**The Journal Of Educational Public Relations**  
**The American School Board Journal**  
**ASCD Curriculum Update**  
**The Executive Educator**  
**Journal Of Research and Development In Education**  
**Teaching Exceptional Children**  
**Instructional Leader**  
**Urban Educator**  
**Innovative Higher Education**  
**Journal Of Educational Psychology**  
**Journal of Adolescent and Adult Literacy**  
**Principal**  
**Record In Educational Administration and Supervision**  
**Journal Of Curriculum and Supervision**  
**Thrust For Educational Leadership**  
**The High School Journal**  
**The English Journal**  
**Review Of Educational Research**  
**Teaching K-8**  
**The Mathematics Teacher**  
**Instructor**  
**Childhood Education**  
**The Harvard Education Letter**  
**Educational Research Newsletter**  
**Teacher Magazine**  
**The Delta Kappa Gamma**  
**Education**  
**Interactive Teacher**  
**The Technology Teacher**  
**American Teacher**  
**Personnel Journal**  
**Psychology Today**  
**Bulletin**  
**Economics Of Education Review**  
**Resources In Education**  
**Journal Of School Health**  
**Bilingual Research Journal**

**University Rules and Procedures**

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

# Technical Considerations for Online and Web-Assist Courses

## Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

## Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

## Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

## Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.