

PRACTICES OF INSTRUCTIONAL SUPERVISION
EDUC 7100 (2 Credits)

Course Syllabus

Instructor

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Biography: Dr. Laing has held many administrative positions in public education, including high school principal and district superintendent. He has experience in rural schools as well as suburban schools, and he has served in a small school district as well as a relatively large school district. Before coming to Utah State University he served as the State Superintendent of Public Instruction in Utah for over five years, a position from which he retired in March of 2004. Since coming to USU, Dr. Laing has served as a coordinator for education in Continuing Education, and most recently as the Coordinator of the Administrative/Supervisory Certificate Program.

Course Information

Program: EDUC 7100 is a required course in the Administrative/Supervisory Certificate Program. EDUC 7050 is a prerequisite to 7100. Students take 7100 concurrently with one of the internship courses (EDUC 6930 or 6940). It is recommended students take 7100 concurrently with the first internship course taken.

Course Goals: The primary goals of this course are for students, nearing the end of the ASC program:

- to reflect on, and analyze the practical experiences of the internship(s);
- to connect those experiences with knowledge and theories gained through the Leadership Core, Management Core, and prerequisite courses of the Administrative/Supervisory Certificate Program at Utah State University; and to the Educational Leadership Policy Standards: ISLLC 2008;
- to share knowledge and insights gained through the internship experience(s) with fellow students completing internships at the same time;
- to plan and conduct an action research project; and
- to develop or refine personal philosophies, mission statements, or platforms relative to future employment as school administrators and educational leaders.

Meeting Times: Daily: 8:00 a.m. until 12:00 noon; July 21, 22, 23, 24, 28, 29, 30 (2008)
This is face-to-face course taught through the summer ASC program; semester courses are concentrated into two weeks. The class will meet at Spring Creek Middle School, 350 West 100 North, Providence, Utah. Attendance and participation is critical for this seminar experience to be productive.

Computer and Software Requirements:

All student course work is submitted through Blackboard Vista. Students need access to a computer capable of internet connectivity. Class information and assignments will use Microsoft Word, PowerPoint, and Excel.

Textbook: *The School Administrator Internship Handbook: Leading, Mentoring and Participating in the Internship Program*
Ronald L. Capasso and John C. Daresh
Corwin Press, Inc.
Copyright 2001
ISBN #: 0-7619-7657-4

Other Required Readings: Additional required readings will be identified, distributed and/or assigned throughout the semester and consist of more contemporary articles on school supervision and administration issues.

Grading procedures: Grading is based upon student attendance and participation in the class sessions, and assignments submitted by the student. Each class session will be worth 5 points for punctuality and participation. If students must miss a class, informing the instructor before the absence will qualify the student for two (2) of the five (5) points possible for that class session.

Grading for all written work will consider the quality of the writing as well as the content. (Writing is an essential means of communication. Communication is critical for educators.) Spelling, grammar, punctuation, syntax, subject-verb agreement, parallelism of sequence items, pronoun-antecedent agreement: all will be considered in grading written work. The *Publication Manual of the American Psychological Association, Fifth Edition*, will be the standard for written work.

Since written work is read and graded on the computer, compatibility of format is critical. Microsoft Word will be the word processor of choice. Students are encouraged to use Word for the submission of written work. Instructor comments and grading may not be visible when written work is returned if the student uses another word processor.

Total points for attendance/participation and assignments are weighted within the final point total as follows:

Attendance/participation	40%
Assignments	40%
Presentation	20%

Final grades are determined according to the following breakdown of student percentages of possible total points after the weightings for quizzes, assignments, tests, and participation are applied as indicated above.

A	94% and above	
A-	90-93%	
B+	87-89%	
B	83-86%	
B-	80-82%	----- (Note: No one should be below here! And no one should be this low unless they don't do the work, or much of it is turned in late, or they don't attend class.)
C+	75-79%	
C	70-74%	
C-	67-69%	
D+	60-66%	
D	55-59%	
D-	51-54%	
F	50% and below	

A final and very important note about grading. Graduate students are expected to turn work in on time. Late work will be accepted but it may be penalized.

Course Requirements

Attendance: This course is a seminar; attendance and thoughtful participation are critical. A significant portion of the student's grade will be determined by attendance and participation. Attendance for this course includes participation in class sharing of internship experiences. Specifically, students will be expected to share issues and experiences from the internship according to the sharing assignment instructions (see assignment instructions).

Assignments: There are five (5) major assignments for the course:

Internship Plan:

Each student will develop a detailed plan for his or her internship experience. See the assignment sheet for the internship plan for greater detail.

Career Pathway:

Each student will write a reflective paper analyzing the expectations, experiences, and people that have influenced the career path of the student. See the assignment sheet for the career pathway for greater detail.

Action Research:

Each student will develop an action research project to complete during the internship. The project should concern an administrative/supervisory issue identified by the student and the mentor principal. The project should include the collection of data and the application of that data to the issue or problem identified. See the assignment sheet for the action research project for greater detail.

Presentation:

Each student will develop and make a 30 minute presentation to the rest of the class on the action research that was conducted. The presentation should explore the salient aspects of the issue, relate the issue to theory and knowledge gleaned from the ASC Program courses; discuss the major results, findings, and conclusions of the action

research; indicate the outcome(s) (actual or anticipated) of the issue as addressed by the intern and/or the school administration, indicate reflection on the issue, and conclude with an analysis of how well the issue was handled or how it should be handled in light of the information and knowledge gained throughout the internship.

Administrative Mission:

As the final product of the course, each student will write a personal mission statement. The statement should reflect the insight gained by the student through completion of the internship.

Tests: There will be no formal tests (midterm or final).

Students with Disabilities

Reasonable Accommodation will be provided to qualified students with physical, emotional, sensory or learning disabilities through the Disability Resource Center (DRC). Alternate format materials (Braille, digital and large print) are also available. An application for DRC services is available at www.usu.edu/drc or by calling 797-2444 or toll free at 1-800-259-2966. The Disability Resource Center is located in Room 101 of the University Inn at the Logan campus.