EDL 635 Supervision of Instruction in the Elementary and Secondary School

Credit hours: 3

Course Description
   A study of the purposes, organization, and development of supervisory programs. Theory
   and practice of the principles, techniques, and procedures in the improvement of
   instruction at both the elementary and secondary school levels.

Conceptual Framework

Southeastern Louisiana University
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/

Course Objectives
   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]

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, filed experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Field Experiences

Field experiences may be required in this course in order to meet the course objectives.

Course Assessment/Evaluation Method

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

Unit (COEHD) Assessment

Artifacts to be designated by the instructor will be placed in the student's Portfolio on PASS-PORT, the unit's required electronic portfolio system.