

(Fall 2007)

A. Course Number and Title

EDU644AIT – Instructional Supervision

B. Number of Credits

Three (3) credit hours.

C. CATALOG TITLE: (DESCRIPTION):

This offering orients the individual to the professional functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research models and publications about effective supervisory principles. Models for clinical supervision are introduced and emphasize within the framework of improving teaching performance and its educational impact on student achievement. Appropriate strategies for developing and implementing supervisory models/programs are stressed.

D. Method of Teaching (Internet-On Line: (This includes the incorporation of the College of Education Conceptual Framework, The College Strategic Plan, The policy for special needs students and the latest ELCC Standards)

<http://www.npbea.org/ELCC/index.html>

1. Teaming (Problem Solving, Analysis, Solutions)	2. Cooperative Learning in Groups
3. Presentations (Human)	4. Power Point presentations
5. Lecture	6. Video Taping
7. Conferencing	8. Tele-conferencing\Phone
9. Identify and use Technology Standards (NCATE & TSSA).	10. Uses of Print and Non-Print materials
11. Uses of different model analysis	12. Use of human resources\mentoring\volunteers
13. Individual conferences	14. Collaboration on Assignments\production\products
15. Uses of instructional instruments\rating scales,	16. Micro-teaching
17. Team Summaries on Blackboard	18. Uses of Constructivist models
19. Meetings & Dialogue on Blackboard	20. Internet Inquiries
21. Review of required readings utilizing question, listening, response attributes	22. Self-assessment models: Technology, Diversity, Reflection
23. Use of Bloom's taxonomy	24. Reflection models
25. Extensive use of Blackboard	26. Posting and Tread of topic summaries
27. Extensive use of Internet teams	28. Internet actions among and between teams
29. Listing of principles of Diversity and Multi-Cultural education. Diversity	30. Implement the many forms of technology in a new constructivist

module and self-study	curriculum design.
31. Case studies\Scenarios	32. Research readings and implementation
33. Teams face-to-face deliberations.	34. Weekly “Hits” on all components of Blackboard

F. COURSE GOALS & OBJECTIVES:

1. Insure that each candidate has an understanding of “Supervision” designs and the integration of “Constructivist” principles and practices in new & future “Supervision” designs and models.
2. Insure that each candidate\team design a 21st century supervision model that is “Constructivist” oriented and “Collegiate” team structured based upon current research.
3. Include “Supervision” principles which effect quality teaching and increases student learning.
4. Insure that “Professional” growth models are designed for the incorporation of best practices.
5. Insure that Diversity\multiculturalism is an inherent part of the supervisory process.
6. Insure that the uses of advanced technology tools are implemented within the structure of their project and for professional learning.

E. (NCATE STANDARDS & \LEARNER OUTCOMES: (NCATE STANDARDS): (NCATE 3.3 to 3.7 & 4.1 to 4.4).

1. (Each participant will demonstrate and produce) – NCATE Standards - (NCATE 3.3 to 3.7 & 4.1 to 4.4).
2. Become knowledgeable on “Constructivist” research literature and its impact on producing effective and successful schools and improving student achievement.
3. Become knowledgeable about “Constructivist” principles and using these principles to create a new clinical supervision model that produces increased student learning while improving teacher performance in individual school classroom.
4. Become knowledgeable about recent research findings on student learning; classroom management; instructional model and on using alterable variables which improves the teacher professional development program.
5. Be able to operationally define “supervision” models and to show their differences between the various philosophies and the new emerging concepts\principles of clinical supervision, i.e., “Constructivism, Reflection” and others.

6. Become knowledgeable about recent research findings in supervision models and their associated variable demonstrates student academic gain.
7. Be able to compare and contrast the differences between the older models of clinical supervision and the new constructivist models of clinical supervision.
8. Be able to document promising supervision models which contribute to higher student cognition.
9. Be able to identify the most significant alterable variables that impact directly upon student's achievement and student higher cognitive functions.
10. Be able to present up-to-date research findings which are the most promising on the development of improved clinical supervision models.
11. Be able to cite the appropriate research authorities and relate their model\ findings to the new model that you develop for school use.
12. Be able to use "Constructivist" principles and "Site-Based" leadership principles that affect teacher and student behavior in your clinical supervision model.
13. Be able to show how teacher professional development programs can affect teacher behaviors in the classroom leading to increase student achievement.
14. Be able to demonstrate that community human resources are available and can be used to assist in the clinical supervision process, i.e., mentoring, etc.
15. Be able to design a new "Constructivist" clinical supervision model that is superior to the current models being used. This new "Constructivist" model must be research based and should impact directly on student learning and on teacher behaviors in the classroom. (See above similar Goals).
16. Be able to use the many facets of technology to document: (a) observations, (b) artifacts, (c) instrumentation, (d) Models of supervision, (e) research, etc.
17. Read and complete the learning module on Diversity\Multiculturalism that is included on Blackboard.
18. Be able to develop other goals and outcomes that arise out of classroom discussion\presentations\individual interest, etc. using the current research literature of the past five years.
19. Be able to use NCATE and TSSA standards in your deliberations, summaries and in final individual-or-team project.

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2. Insure that each candidate\team design a 21st century supervision model that is “Constructivist” oriented and “Collegiate” team structured based upon current research.
3. Include “Supervision” principles which effect quality teaching and increases student learning.
4. Insure that “Professional” growth models are designed for the incorporation of best practices.
5. Insure that Diversity\multiculturalism is an inherent part of the supervisory process.
6. Insure that the uses of advanced technology tools are implemented within the structure of their project and for professional learning.

OUTLINE OF COURSE CONTENT: (See Weekly Readings and Topics):

- See Dr. Sapone’s Article on “Constructivist Thinking on Clinical Supervision.
- See Dr. Sapone’s summary of “Constructivist” principles.
- Research findings on:
 - Constructivism
 - (# 5) Diversity\Multiculturalism
 - Alterable teaching variables
 - Rating scales
 - (# 8) Uses of technologies in models
 - Uses of video in analyzing teacher behaviors
 - Scripting
 - Types of old and new conferencing
 - Types of old and new observation models\techniques
 - Peer\Collegiate models
 - Uses of principles of learning
 - Principles of Change
 - Conflict resolution\management
 - Rewards\Praise\Punishment by Alfie Kohn
 - Instructional Strategies\Models
 - Career ladders
 - Research based models on learning
 - Multiculturalism\differences in culture and learning
 - Professional development models
 - Intrinsic and extrinsic motivation
 - Site-based decentralization models of leadership
 - Rewards and punishment
 - Best practices

- Impact of alterable variables
- Wave theory
- Model development
- Mentoring
- Review only of:
- McGreal model (1984)
- Hunter's model
- Mannet's model
- Popham's model
- Costa's model
- Sapone's supervision\curriculum variables and design model
- Rosenshine's model
- Goldhammer's model
- Squire's model
- Others models as reported in the research literature.

INTERNET EDUCATION COURSE OUTLINE/CONTENT-Spring 2007

"EDUCATION 644-INSTRUCTIONAL SUPERVISION (Wednesday, 4:30-6:50 P.M.)

Dr. Carmelo V. Sapone 716-773-1515E-mail address-["Drcsapone@aol.com"](mailto:Drcsapone@aol.com)

(All requirements Submitted Must be on aTeam CD-Digital\Electronic Portfolio)

DATE: (Spring -2007): Weekly Topics: (Topics may change at any time without reason or notice):

Jan. 19 (1) (Required Meeting of both Internet classes)	Meeting on Campus-Both courses, Educ. 644 & 645. (Room 104, (St. Vincent's' Hall-4:30 P.M to 6 :30 P.M). Overview of Internet Course Requirements, Grading, etc. Blackboard Power Point-Internet Education, Virtual chat rooms, Discussion board. Team Organization, Duties & Responsibilities; Posting; Bloom's Revised Taxonomy, & More. Begin to Read "Applying Standards-Based Constructivism-Required Book Each Week. (Read "Conceptual Framework and Strategic Plan for the College of Education Including Mission Statement). Each week read a minimum of two or more of the articles listed under course documents on Blackboard (Some from ASCD-Required).
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Jan. 24 (2)	Read & Understand “ <u>Historical Perspectives of Wave Theory</u> ” Located on Blackboard & on Sapone’s Website http://www.Niagara.edu/Sapone . & Constructivism-Basis for a new “Supervision Model” See also Power Point Presentations on Blackboard and Website. Read all articles, Power Points and principles on Constructivism. Use Constructivism concepts as part of your new supervision model. (Constructivist’s principles/ beliefs/ practices, etc. Post Bloom’s and Sapone’s Revised model in summaries on “Discussion” board located on “Blackboard).”
Jan. 31 (3)	(1 st Virtual Chat Room Meeting of Teams). Read & discuss Chapters 1, 2 & 3 of Danielson & McGreal’s book on Teacher Evaluation. Discuss the chapters for their ideas, relevance and research. Read on the topic of Dispositions and how they relate to Leadership and the supervisory process.
Feb. 7 (4) (1 st Team Summary Due)	What is Supervision/ Define it? What is the need for a supervision plan? What do older & established supervision models look like? Do they have validity? Are they effective? What evidence is available to demonstrate their effectiveness? Cite research studies and evidence. Please make sure your evidence is research based and they represent longitudinal studies in the literature. Can we define “Quality Teaching?” What are its indicators? Role of Rubrics in Supervision.
Feb. 14 (5)	Read Danielson’s and McGreal’s Chapter 4 & 5. Discuss the information found in these chapters and their relevance for teacher supervision. What is new and different about these new models. (Please plan with your team the proposed topic for your project). All projects must be approved by Dr. Sapone before beginning.
Feb. 21 (6)	Project assignment due and presented to Dr. Sapone for guidance and approval. (Guidelines and principles established). Questions answered. Design of your new constructivist supervision model presented. Project can be individual or team based. Insure differences of your model from past models. Make sure it is research based, i.e., Collegiate Constructivist Model, etc.
Feb. 28 (7)	Read chapters 6 & 7 of Danielson’s and McGreal’s book. How do we effectively design a research based supervision model? Define formative and summative evaluation. When do you use formative and when summative? State inherent principles. Develop principles of use for each.) See Power Point on Grading.
March 7 (8)	Read chapters 8-10. Should there be different supervision designs for 1 st year teachers? For tenure teachers? Why? List research principles for professional practice of teachers. What makes for a quality teacher? What does a quality teacher do that make a difference? In the Classroom? In lesson planning & design? Using instructional technologies? More. (Continu to read in STANDARD BASED CONSTRUCTIVISM.
March 14 (9)	What role does multicultural have in supervision? With teacher behavior and instructional processes/ Grading and Reporting? Curriculum differentiation? What are the principles of Diversity, etc.
March 21 10)	Identify appropriate teaching and student artifacts that show relationship to student learning. What evidence should a teacher use and collect to show that learning has taken place? Others?
March 28 (11)	Understanding and uses of student portfolios? Teacher portfolios? What is important to incorporate in the portfolio? How do you measure growth in the student/teacher’s portfolio? What are the advantages of student portfolios?
April 11 (12)	Uses of Mentors in the Supervisory Design process. Role and responsibility of mentors? Selection criteria? Growth enhancement? More. (Read and implement principles of Mentoring as listed in the required textbook. Develop the principles and guidelines for a mentoring model in your school. Develop a mentoring model that you can use in your classroom, in schools, and in life.
April 18 (13)	Development of a new instructional staff development model in your supervision project. What are the differences? Read Sapone’s articles on developing a new staff development model.
April 25 (14)	Development of your course reflection paper for the course and the use of teams in your Internet course. Also go to Course Documents and view the Power Point on what is an “Educated Person.” Provide me your analysis on what is an “Educated Person” from your Perspective. (Team CD Portfolio Due)
May 2, (15)	

H. Course Requirements

- Work in a small team or individually; develop a “Third\Fourth” wave “**Constructivist**” model\project of clinical supervision based upon the latest research in the current literature. The model must incorporate the latest research findings that impact directly on student learning and gains in student achievement.
- The extensive use of advanced technology and the uses of: (1) Diversity, (2) reflection, technology; (3) multi-cultural principles\model; (4) Accomplishments

of the course rubrics, and (5) Reflection summaries **must** be included in your **project**. Attach weekly summaries, as posted on Blackboard by your team, should be included as an **addendum** in your final project. (**60% of course**).

- **INCLUDES ALL OTHER COMPETENCIES AND INTERACTION IN CLASSROOM DIALOGUE): (30%): (See On Line Course Required Rubrics):**
- Integration of course rubrics into your daily readings, postings, summaries, reflection and into your final team\individual project. Each week's individual summary will be graded for research, content, and higher order cognition. (5% per summary).
- Include in your final project\model at least 25 integrated + research citations that support your new clinical supervision model.
- The inclusion of research-based variables as proven in the research literature.
- Demonstrate in your model that "Principles of Constructivism" and "Theories and Principles of Learning" included throughout your project.
- Show the strengths and weakness of your supervision and constructivist model as compared to older models.
- Be able to demonstrate that community and national resources are available to assist in the supervision\evaluation process.
- Be able to incorporate the latest research on cooperative learning\mentoring\coaching\growth and motivation theory into this new model.
- To demonstrate a knowledge-base of research and leadership skills necessary in any new model of supervision and evaluation.
- To identify the basic and mastery skills that all supervisors must possess in the basic and advanced levels of supervision.
- To be able to articulate and implement the differences between new and older models of supervision and evaluation. Identify, define, and revised the model many times to the point where it is effective.
- To use "Reflection" as part of the new model (both students and teachers).
- Be able to incorporate the latest research on cooperative learning\mentoring\coaching\growth and motivation theory into this new model.
- To demonstrate a knowledge-base of research and leadership skills necessary in any new model of supervision and evaluation.

- To identify the basic and mastery skills that all supervisors must possess in the basic and advanced levels of supervision.
- To identify the many uses of technology that can be integrated into new constructivist models of supervision and professional staff development. (NCATE and TSSA) standards.
- To identify and implement the many principles of diversity\multi-cultural principles into a new constructivist model of supervision.
- To be able to articulate and implement the differences between new and older models of supervision and evaluation. Identify, define, and revised the model many times to the point where it is effective.
- Listing of a major integrated bibliography that are included in your readings, discussion, posting and within your final project.

I. PROJECT ASSIGNMENTS:

- a. Each team\individual will submit a major “Supervision” project which demonstrates their understanding of: a. “Constructivist” principles; (b) proven supervision models that impact and increase academic achievement, and (c) incorporates principles of diversity\multiculturalism and technology tools within their project assignment.
- b. Each candidate will submit at least one course reflective summary. Incorporate all of the assigned rubrics that constitute the basis of team or individual course project.
- c. Others as may deemed necessary to enhance the effectiveness of this Internet course offering.

J. ATTENDANCE:

- **Attendance is considered an indication of professional commitment and professional responsibility on the part of each candidate.**
- **Participants are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate’s course grade. A phone call or an E-mail message to the instructor is required if you expect to miss a class.**

Our last class will is **a mandatory requirement** of all Internet courses. Date, Place and

Time will be announced).

K. STUDENT PROJECT:

- Students may work individually or in Internet teams to complete and submit their project new “Constructivist” clinical supervision model. (Grading criteria need be established for team\group effort).
- Insure that at least 25+ integrated current references are used to document the new model. (See Rubrics table.)
- Final projects must be in hard copy form as well as on a CD or Zip Drive floppy. In additional, Power Point presentations should be submitted with the hard copy to insure technology mastery and use. This shows that your use of technology is in the advance stage of learning tools.
- All final projects will be kept for presentation to NCATE. Keep a duplicate for yourself and team. No project will be return to the Candidate regardless of issue or merit.
- Principles of diversity and the completion of a self-learning module on Diversity should be integrated in some meaningful and logical form in your final project.
- Principles of constructivism should be demonstrated and included throughout your final project.
- Reflection summaries to be added as an addendum.
- Others to be determined in our “Constructivist” dialogue in class.
- Final team\individual projects can be submitted to Dr. Sapone at either the April 21st or 28th meeting.
- Major Internet On-Line Course Goals for Multiculturalism: (Incorporate two or more of the multicultural goals into your final project):
 - To increase **knowledge** and **understanding** of the ways in which students experience the world, both within and outside of school, as it is influenced by ethnicity, language, gender, sexual orientation, and social class, and to use this knowledge for classroom decision making.
 - To **provide** opportunities to develop **awareness** of individual cultural orientations, and to **develop** the intercultural competence that will enable us to work effectively as a teacher of diverse populations.
 - To **develop** an understanding of cultural pluralism especially the history, culture, literature and current perspectives of numerous cultural groups and sub-groups (broadly defined) in U.S. society.
 - To **explore** various conceptual frameworks for curricular and instructional approaches to multicultural education; and to **develop** competence in creating and evaluating multicultural curricula.
 - To **examine** from different theoretical and political perspectives, the nature of pluralism and inter-group relations in U.S. society, and to **understand** the psychological, political, social and economic dimensions of diversity as it functions in school and society.

- To help teachers ***develop*** an initial collection of multicultural resources and strategies for use in your future classroom.

RESEARCH SOURCES:

- Primary sources
- Secondary sources
- Eric Searches
- Bibliographies
- References
- Technologies
- District school models
- Internet Searches
- Regional laboratories
- Governmental Panels
- National \State Standards
- Professional Organization References
- Others to be determined in our “Constructivist” dialogue in class.

L. Major Internet On-Line Course Goals for Multiculturalism: (Incorporate two or more of the multicultural goals into your final project):

- To increase ***knowledge*** and ***understanding*** of the ways in which students experience the world, both within and outside of school, as it is influenced by ethnicity, language, gender, sexual orientation, and social class, and to use this knowledge for classroom decision making.
- To ***provide*** opportunities to develop ***awareness*** of individual cultural orientations, and to ***develop*** the intercultural competence that will enable us to work effectively as a teacher of diverse populations.
- To ***develop*** an understanding of cultural pluralism especially the history, culture, literature and current perspectives of numerous cultural groups and sub-groups (broadly defined) in U.S. society.
- To ***explore*** various conceptual frameworks for curricular and instructional approaches to multicultural education; and to ***develop*** competence in creating and evaluating multicultural curricula.
- To ***examine*** from different theoretical and political perspectives, the nature of pluralism and inter-group relations in U.S. society, and to ***understand*** the psychological, political, social and economic dimensions of diversity as it functions in school and society.
- To help teachers ***develop*** an initial collection of multicultural resources and strategies for use in your future classroom.

REFERENCE FOR DIVERSITY\MULTICULTURALISM:

- Banks, James A., & Banks, Cherry A., (2002), ***MULTICULTURAL EDUCATION: ISSUES AND PERSPECTIVES***, 4th Edition, John Wiley & Sons, Inc., New York.
- See “Course Documents-Diversity and Multiculturalism”

M. GRADING:

1.	Major Team\Individual Project	60%
2.	(3) Summary (5% per Summary)	15-20%
3.	Higher order cognitive thinking in team meetings as per weekly meetings and discussion on archive.	10%
4.	Class Attendance (University Policy)	
5.	All “Rubrics” must be incorporated and followed in project assignment and will be included in final grade analysis.	See # 1 Grading Above
6.	Bonus for “Exemplary” performance throughout this Internet offering	10%
7.	Total Potential	100%

N. STUDENT DISCLOSURE:

Any student eligible for and needed academic adjustments or accommodations because of a disability are requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The University will make reasonable accommodations for persons with documented disabilities.

O. OTHER:

Assessment and Evaluation

- Summaries, each week, posting on Blackboard using Bloom’s Taxonomy (One copy E-mailed to Dr. Sapone, each week at Carm1927@aol.com). I will not honor any submission of the summary which is sent to my University E-mail address.
- Integration of all “Rubrics” into final project
- Demonstration of readings in the research literature
- Comprehensive team and/or individual project
- Integration of Technology tools into final project
- Integration of reflection into final project.
- Integration of diversity principles into final project
- Integration of NCATE and TSSA Standards into final project
- Integrated bibliography in summaries and final project
- Posting of summaries, each week, on Blackboard
- Using of technology skills through out class and within final project
- Excellent use of communication skills.
- Research based ideas

- Extensive use of Blackboard and viewing course documents
- Participation of topics within your team dialogue and postings of summaries

P.. **TEXTBOOK (In addition, extensive reading is a requirement):**

REQUIRED TEXTBOOKS: (Purchase at Niagara Book Store-286-8595):

- Danielson, Charlotte & McGreal, Thomas L., (2000), **TEACHER EVALUATION TO ENHANCE PROFESSIONAL PRACTICE**, ASCD, Alexandria, Virginia.

RECOMMENDED:

- Stronge, James H., (2002), **QUALITIES OF EFFECTIVE TEACHERS**, ASCD, Alexandria, Virginia.
- Sullivan, Susan & Glanz, Jeffery, (2000), **SUPERVISION THAT IMPROVES TEACHING: STRATEGIES AND TECHNIQUES**, NASSP, Corwin Press, Inc., Thousand Islands, California.

Q.. **Bibliography**

Located on Blackboard-Current and Up-Dated

R. **Addendum**

(Rubrics # 1)

RUBRIC CRITERIA FOR CONSTRUCTIVISM IN FINAL PROJECT
(INSTRUCTIONAL SUPERVISION RUBRICS)

INFORMATION & DIRECTIONS:

The rubrics as listed below constitute a guide for the completion of your final team or individual project. Please pay close attention to the implementation of these rubrics into your final project and daily team meetings plus any requirements associated with them. These rubrics will be used to assess your project and to insure that your final project represents quality as part of our school administration course and final goals. (Table 1).

1.	<u>Listing</u> of at least 25 or more of current, integrated and up-to-date references that related directly to your project design and recommendations. (NCATE 2.4).	2.	Demonstrate in your project and insure that your discussion presents a <u>research</u> base as published in the research literature.
3.	<u>Insure</u> within your final project that you are using identified <u>Constructivist</u> learning theories, concepts, cognitive principles and its organizational structure. (NCATE 1.2; 1.9 to 9.3).	4.	The <u>focus</u> of your supervision model and presentation in your final project must focus on Constructivist theory and “Best practices” (Do not give use old models that have not worked and does not improve classroom teaching. (NCATE 1.2; 1.1 to 9.3).
5.	<u>Demonstrate research:</u> When presenting your	6.	<u>Demonstrate and integrate</u> how you would

	final project make sure that your <i>research citation</i> is listed directly with your narrative and answers. (See Number 2).		use constructivist principle of learning into the school's curriculum and classroom teaching interaction.(See # 3 & 4).
7.	<i>List</i> and cite at least 20 of the most important principles of constructivism that every teacher should use in implementing course content consistent with the school's curriculum. (See # 6).	8.	<i>Design, and Implement</i> the use of constructivist assessment practices in the teaching\learning process. Present a number of assessment model that you would use to improve the teaching and learning process. and effectiveness. (NCATE # 9 and 2.1 to 2.4).
9.	<i>Present</i> a "hard" copy of your final project along with a CD-Rom or "Floppy" disk that contains you're your project -Computer Disk format). Your project should include a Power Point plus your extensive narrative of each of the components of your project. This narrative should be in depth and research-based.	9a	<i>Format Structure:</i> Title page. (Team or Individual Name, Date, Year, Semester), Table of contents. Presentation, Discussion and quality writing about "Constructivism." Conclusion(s) & Recommendations Bibliography & Reflective Log.
10.	<i>Demonstrate by examples & research</i> That your cognition presentation has logic, quality writing, is representative of the field of constructivist and is research based.	11.	<i>List</i> other rubrics that you feel are important to be used in assessing your comprehensive examination.

12.	<u>Submit</u> your final <u>“Reflection Log”</u> Write & keep “reflective” ideas\thoughts in a written log that helps the integration of ideas within existing cognitive structures). Demonstrating cognitive growth individually and with team. (See # 9). NCATE 1.2 & 1.3)	13.	<u>Integrate and Demonstrate</u> the use of a research based model that you use for Diversity\Multiculturalism in your supervision\curriculum model. Incorporate principles of principles of Diversity\Multiculturalism in all domains of your program design.
14.	<u>Develop and integrate</u> the uses of technology in the supervision and evaluation model that is developed. Demonstrate knowledge of at least five technology skills, by example, within the course project, i.e., Power Point presentations, uses of graphics and multi-media, CD-Roms ⁷ and burners, digital camera and video, etc. (NCATE 9.1-9.7)	15.	Uses of written and communication skills in a manner that makes clear the author’s\team’s intent and meaning.
16.	<u>Demonstrate</u> high mental cognition in developing and implementing an educational supervision\curriculum design for teaching and student learning. (NCATE # 2).	17.	<u>Active participation</u> in On-line courses (Distance Education) in chat room discussion. Using Bloom’s cognitive taxonomy, demonstrate high order thinking and resolution of the topics discussed.
18.	<u>Develop personal & professional</u> competencies over and above these rubrics and course format. (NCATE and TSSA based).	19.	<u>List</u> the mentors that you use for your team discussion, final project, or other topics that are appropriate. Your listing should include: Mentor’s name: URL, Area of speciality; Position, etc.
20.	<u>Develop</u> a list of activities\experiences that are viewed from a constructivist perspectives in your supervision model.	21.	<u>Add</u> additional rubrics and principles that make learning for self and others more relevant, successful and has meaning for life. (NCATE 4.1 to 4.4).
22.	<u>Read and Implement</u> NCATE and TSSA standards in your class discussion and final project.	23.	<u>Add</u> other rubrics that you deem important and as part of your final project.

- National Educational Technology Standards (NETS) Posted on Blackboard
- Technology Standards for School Administrators (TSSA) - Posted on Blackboard
- Leadership Dispositions (Posted on Blackboard under Course Documents)

(Revised July 2007)