MED7799 Fall 2011

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Seminar in Supervision and Curriculum Improvement

COURSE NUMBER: MED 7799

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the Division of Education Conceptual Framework. This conceptual framework was developed and adopted by the Division of Education in 1998, and involved collaborations with college faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at:
http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

Programs within the Division of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. ISLLC-BASED PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted
Candidates for the M.Ed. in School Leadership are expected to achieve the following Program Competencies:

A. **The Vision of Learning**: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics in Learning**: Act with integrity, fairness, and in an ethical manner.

F. **The Political, Social, Economic, Legal and Cultural Context of Learning**: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. **Practicum Portfolio**: Complete all requirements for the school leadership practicum portfolio.

III. **STANDARDS-BASED INSTRUCTIONAL GOALS**

A. **The Vision of Learning**
   Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**
   Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**
   Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

E. **Integrity, Fairness, and Ethics**
   Standard: Act with integrity, fairness, and in an ethical manner.

F. **Contextual and Cultural Sensitivity**
   Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
G. Structured External Assignment

Propose a supervisory or curricular change in a real school that addresses the needs of at-risk or marginalized students. Begin with a needs-assessment, which results in a clear definition of the innovation to be implemented. Include as much actual data as possible, along with a review of pertinent literature/research and the results of your investigation into the effects of similar approaches in other settings. Outline the actions to be implemented and the strategies to be used to evaluate the effectiveness of the supervisory/curricular change. Outline steps to be implemented to ensure institutionalization and explain how assessment results will be used to make adjustments. Share the design with your seminar participants.

IV. ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

V. COURSE BIBLIOGRAPHY: (SOME BOOKS THAT HAVE INTERESTING AND IMPORTANT THINGS TO SAY ABOUT ISSUES ADDRESSED IN THIS COURSE).


Orfield, G. & Eaton, S.E. (1996). Dismantling desegregation: The quiet reversal of

