

# SUPERVISOR OF INSTRUCTION CERTIFICATE

EDAD 591 Seminar/Practicum in Educational Leadership/  
Supervision

Total Credits

12

## Program Overview

This program is designed for experienced and fully-certified teachers and other related instructional personnel to gain the necessary skills and professional knowledge to become supervisors in a school system.

It is a coherent program that develops the reflective capacities of students to perform a wide range of supervisory functions in accord with recognized professional standards, best practices and values.

Students should note that the recommended course sequence set by Rider University has been approved by the New Jersey Department of Education for the New Jersey supervisor's certificate and meets the four course requirements established by the Department: a course in the general principles of staff supervision (N-12); two courses in general principles of curriculum development (N-12); and a practicum in supervision where students will be expected to complete a mentored internship in a school or appropriate work setting as a requirement of the culminating course in the sequence.

## Certificate Offered

- Supervisor of Instruction Certificate

## Contact

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**Program Website:** Supervisor of Instruction Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/supervisor-instruction/>)

**Associated Department:** Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/>)

## Supervisor of Instruction Certificate Requirements

(12 credits)

Code	Title	Credits
<b>Curriculum Development Requirements (6 Credits)</b>		<b>6</b>
CURR 531	Strategies for Curriculum Development, Innovation and Change	
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	
	or CURR 548 Curriculum and Instruction for Diverse Learners	
<b>Staff Supervision Course Requirement (3 Semester Hours)</b>		<b>3</b>
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	
<b>Supervision Practicum Requirement</b>		<b>3</b>

## Courses and Descriptions

### CURR 531 Strategies for Curriculum Development, Innovation and Change 3 Credits

This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to state and national standards.

### CURR 538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners 3 Credits

This course establishes the implemented curriculum by establishing the relationship between curriculum goals and the instructional strategies needed to realize those purposes. Emphasis will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and core curriculum content standards from pre-school to high school. Students will examine instructional strategies from the perspectives of assessing research findings on effective practices, realizing curriculum standards, adapting the classroom to diverse learner needs, establishing appropriate staff development agendas, and providing forms of supervisory support to optimize learning and achievement. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, and national school leadership standards.

**Prerequisite(s):** CURR 531.

### EDAD 505 Supervisor/Teacher Leadership for Improved Instruction and Student Learning 3 Credits

This course will explore the supervisory and evaluation practices in K-12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state and national standards.

**Prerequisite(s):** Permission of Program Director.

**EDAD 591 Seminar/Practicum in Educational Leadership/Supervision 3 Credits**

This is the first of two "capstone" internship courses for candidates in the leadership program in educational administration. The course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. This course is taken in the fall semester and is followed in the spring semester with EDAD 592. After analysis of leadership strengths, based on a self-assessment completed by the candidate, specific internship experiences will be cooperatively planned by the candidate, site-based mentor, and instructor. The capstone internship will build on strengths, develop growth experiences, be substantial and sustained, and be ethically informed. Students will cooperatively evaluate and problem-solve internship experiences, assess leadership performance from best-practice perspectives, finalize the development of a leadership platform statement, review and discuss topics and scenarios derived from readings and other resources, engage in simulations and case analyses, and interact with students in other graduate programs. Presentations by practicing administrators and other school personnel will provide understanding of the patterns of interaction that occur among different leadership positions in educational institutions. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards. Enrollment by permission of Instructor.