



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Doctoral Study Program in Educational Management**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Theory and Practice of Educational Supervision	8603102942	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	Students master the concept of educational supervision theoretically covering its scope and dimensions comprehensively																																																																																																				
	<b>PO - 2</b>	Students are able to apply practical educational supervision skills using various models and approaches in a professional manner																																																																																																				
	<b>PO - 3</b>	Students are able to analyze phenomena and problems of educational supervision through inter, multi, or transdisciplinary approaches																																																																																																				
	<b>PO - 4</b>	Students are able to design innovative and tested work within the scope of educational supervision as an alternative solution to educational supervision problems through an inter, multi, or transdisciplinary approach																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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<b>Short Course Description</b>	The Theory and Practice of Educational Supervision course integrates theory with the practical application of educational supervision through interactive teaching methods, critical discussions, field research, and development projects. This course aims to make students proficient in abstracting theoretical concepts and innovating in the application of approaches, techniques, models and development of educational supervision through comprehensive literature and research studies. Therefore, this course is designed to deepen knowledge of educational supervision through a comprehensive literature review containing the dimensions and scope of educational supervision. Apart from that, this course equips students to apply practical skills in professional educational supervision through group simulations. This course requires active student involvement in analyzing the phenomenon of implementing educational supervision and information technology-based innovation developed through projects in the form of individual preliminary studies. This lecture is carried out using a project-based learning, cooperative learning and self-directed learning approach. This project is expected to produce research gaps, both theoretical gaps and practical gaps regarding the dynamics and development of digital-based educational supervision innovations. The output of this course is in the form of book chapters and research designs/proposals on innovation and educational supervision practices which are presented in seminars.
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<b>References</b>	<b>Main :</b>
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**Supporters:**

1. Aspfors, J., & Fransson, G. (2015). Research on Mentor Education for Mentorship, Supervision and Induction of Newly Qualified Teachers: A Literature Review. International Journal of Mentoring and Coaching in Education, 4(2), 137-157.
2. Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development (ASCD).
3. Garcia, E., & Thompson, R. (2022). Peer supervision in teacher professional learning communities: Effects on teaching practice. Teachers and Teaching: Theory and Practice, 28(1), 22-37. <https://doi.org/10.1080/13540602.2022.1123456>
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**Supporting lecturer**

Prof. Dr. H. Murtadlo, M.Pd.  
Dr. Nunuk Hariyati, S.Pd., M.Pd.

Week	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Students understand the study contract and course roadmap for one semester. 2.Students are able to abstract the theory of educational supervision by utilizing various learning resources and information technology.	1.Student participation and activity. 2.Student attention in lectures as seen from the on/off camera.	<b>Criteria:</b> Students who actively ask/discuss and pay attention during the lecture receive additional points.  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance		Cooperative Learning, Discussion, Question and answer, Quiz 100 minutes		5%

2	Students are able to analyze the history and evolution of supervision in an academic context.	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>		Self-Directed Learning, Discussion, Question and Answer 100 minutes		5%
3	<ol style="list-style-type: none"> <li>1.Students are able to analyze classical and contemporary educational theories.</li> <li>2.Students are able to reflect on the concept of educational supervision philosophically.</li> </ol>	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <p>Students who actively ask/discuss and pay attention during the lecture receive additional points.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%
4	Students are able to apply practical educational supervision skills using various models and approaches in a professional manner.	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Case-Based Learning, Discussion, Question and Answer 100 minutes			5%
5	Students are able to apply practical educational supervision skills using various models and approaches in a professional manner.	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%
6	Students are able to study government regulations and policies that are relevant to the implementation of educational supervision.	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%

7	Students are able to apply practical educational supervision skills in the use of technology and information applications.	<ol style="list-style-type: none"> <li>1.The performance of each participant in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%
8	<ol style="list-style-type: none"> <li>1.Students are able to complete USS on time.</li> <li>2.Students are able to compose scientific articles, present them according to journal templates and submit articles to accredited national/international journals.</li> </ol>	<ol style="list-style-type: none"> <li>1.Student accuracy in collecting articles.</li> <li>2.Reference list for articles from the last 10 years.</li> <li>3.Attached is proof of the results of submitting the article to an accredited journal.</li> </ol>	<p><b>Criteria:</b> USS rubric appendix.</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		Projects		20%
9	Students are able to project contemporary challenges and opportunities in educational supervision.	<ol style="list-style-type: none"> <li>1.Participants' performance in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%
10	Students are able to apply research methodology to carry out educational supervision research.	<ol style="list-style-type: none"> <li>1.Participants' performance in carrying out the presentation.</li> <li>2.List of references used in the presentation.</li> <li>3.Participants' activeness in discussion.</li> <li>4.Student attention in lectures.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Student peer evaluation results.</li> <li>2.Students who actively ask/discuss and pay attention during the lecture receive additional points.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%
11	Students are able to apply research methodology to carry out educational supervision research.	Project design.	<p><b>Criteria:</b> Attachment to the assessment rubric.</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>		100 minute project		5%
12	Students are able to apply research methodology to carry out educational supervision research.	Project design.	<p><b>Criteria:</b> Attachment to the assessment rubric.</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>		100 minute project		5%
13	Students are able to apply research methodology to carry out educational supervision research.	<ol style="list-style-type: none"> <li>1.Guidance assistance.</li> <li>2.Project progress report.</li> </ol>	<p><b>Criteria:</b> Attachment to the assessment rubric.</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>		100 minute project		5%

14	Students are able to apply research methodology to carry out educational supervision research.	1.Guidance assistance. 2.Project progress report.	<b>Criteria:</b> Attachment to the assessment rubric. <b>Form of Assessment :</b> Portfolio Assessment		100 minute project		5%
15	Students are able to apply research methodology to carry out educational supervision research.	1.Guidance assistance. 2.Project progress report.	<b>Criteria:</b> Attachment to the assessment rubric. <b>Form of Assessment :</b> Portfolio Assessment		100 minute project		10%
16	Students are able to present research proposals that describe dynamics and innovation in educational supervision practices in scientific seminars	1.Participants perform in the form of synthesis and carry out proposal presentations in parallel. 2.List of references used in the presentation. 3.Participants' activeness in discussion. 4.Student attention in lectures.	<b>Criteria:</b> 1.Student peer evaluation results. 2.Students who actively ask/discuss and pay attention during the lecture receive additional points. <b>Form of Assessment :</b> Participatory Activities	Self-Directed Learning, Discussion, Question and Answer 100 minutes			5%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	20%
3.	Portfolio Assessment	30%
4.	Practice / Performance	15%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.