



**Universitas Negeri Surabaya**  
**Faculty of Education, Master of Education**  
**Education Management Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Evaluation and Supervision	8610402009	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	January 29, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Nunuk Hariyati, M.Pd.; Dr. Kaniati Amalia, M.Pd		Dr. Nunuk Hariyati, M.Pd.			Dr. Amrozi Khamidi, S.Pd., M.Pd.	

Learning model	Project Based Learning
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**Program Learning Outcomes (PLO)**

<b>PLO study program that is charged to the course</b>	
<b>PLO-5</b>	Able to Manifest the Character "Intelligent, Religious, Noble Character, Independent, Caring, Academic Ethics and Resilient in the Field of Work, Daily Behavior in Society and State
<b>PLO-6</b>	Able to develop logical, critical, systematic, creative, productive thinking through scientific research and work practices by applying an interdisciplinary or multidisciplinary approach in making decisions as proven by performance in the field of education management
<b>PLO-10</b>	Able to apply concepts, theories and practices of educational leadership, educational management, educational organizations, educational supervision using research methods, statistical concepts in various interdisciplinary and multidisciplinary environmental conditions

**Program Objectives (PO)**

<b>PO - 1</b>	Students are able to internalize the character of "intelligent, innovative, noble, independent, caring, academically ethical and committed to developing new ideas in the theory and practice of Educational Evaluation and Supervision
<b>PO - 2</b>	Mastering theoretical concepts including objectives, principles and techniques, steps and procedures, approaches, models and tools for Educational Evaluation and Supervision through the use of various learning resources and information technology
<b>PO - 3</b>	Abstracting the dynamics and development of Educational Evaluation and Supervision studies through literature studies sourced from research results (last 10 years) and relevant books
<b>PO - 4</b>	Solving educational evaluation and supervision problems through identifying and preparing alternative solutions with an inter and multidisciplinary approach through research that produces innovative and tested work
<b>PO - 5</b>	Develop educational evaluation and supervision tools (instruments) according to context and needs
<b>PO - 6</b>	Prepare recommendations and Follow-up Plans (RTL) by utilizing the results of educational evaluation and supervision

**PLO-PO Matrix**

		P.O	PLO-5	PLO-6	PLO-10
	PO-1				
	PO-2				
	PO-3				
	PO-4				
	PO-5				
	PO-6				

**PO Matrix at the end of each learning stage (Sub-PO)**

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		<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																
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**Short Course Description** This course aims to equip students to be able to abstract the substance and scope of educational evaluation and supervision and to become proficient in preparing educational and learning program evaluation instruments and supervision instruments by utilizing technology and information. This course also equips students to be able to correlate educational evaluation and supervision activities with efforts to improve the quality of educational institutions. Learning is carried out using Project-Based Learning, Self-Directive Learning and Cooperative Learning methods. The output of this lecture is a scientific article submitted to an accredited national/international journal as well as a draft collection of educational supervision instruments

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**Supporters:**

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**Supporting lecturer** Dr. Nunuk Hariyati, S.Pd., M.Pd.  
Dr. Kaniati Amalia, 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	1.1.1 Students are able to express opinions, ask questions and provide positive responses as an embodiment of active participation in lectures 2.1.2 Students are able to build a study commitment in 1 semester through a study contract	1. Building a commitment based on a lecture agreement (Building Learning Commitment) 2. Student participation and activity 3. 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 process get additional points  <b>Form of Assessment :</b> Participatory Activities		Lectures, Discussions, Questions and Answers 2 X 50	<b>Material:</b> Basics <b>Reference Material:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i>	5%

2	<p>1.2.1 Students are able to express opinions, ask questions and provide positive responses as an embodiment of active participation in lectures</p> <p>2.2.2 Students are able to master the scope of educational evaluation and supervision</p>	<p>1. Student participation and activity</p> <p>2. Student attention in lectures as seen from the on/off camera</p>	<p><b>Criteria:</b> Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		<p>Cooperative Learning, Discussion, Question and Answer 2 X 50</p>	<p><b>Material:</b> The CIPP Evaluation Model: A Framework from Improvement and Accountability-Oriented Evaluations <b>References:</b> <i>Stufflebeam, DL &amp; Zhang, Guili. 2017. The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. USA: The Guilford Press</i></p>	5%
3	<p>3.1 Students are able to study and explain the philosophical basis, psychological basis and social basis of educational evaluation</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b> 1. Students who actively ask/discuss and pay attention during the lecture process get additional points 2. Student peer evaluation results</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Self-Directed Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> Evaluation-Oriented Leadership in Launching and Supporting Effective Evaluations <b>References:</b> <i>Stufflebeam, DL &amp; Zhang, Guili. 2017. The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. USA: The Guilford Press</i></p>	5%
4	<p>1.4.1 Students are able to study the CIPP evaluation model and the Stake model and determine the nature/characteristics of each model</p> <p>2.4.2 Students are able to create a stage structure for the CIPP evaluation model and the Stake evaluation model</p> <p>3.4.3 Students are able to examine formative and summative approaches and determine the nature/characteristics of each approach</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b> 1. Students who actively ask/discuss and pay attention during the lecture process get additional points 2. Student peer evaluation results</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Self-Directed Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> Evaluation-Oriented Leadership in Launching and Supporting Effective Evaluations <b>References:</b> <i>Stufflebeam, DL &amp; Zhang, Guili. 2017. The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. USA: The Guilford Press</i></p>	5%
5	<p>1.5.1 Students are able to summarize the concept of educational supervision</p> <p>2.5.2 Students are able to identify supervision techniques based on needs</p> <p>3.5.3 Students are able to prepare effective supervision plans</p> <p>4.5.4 Students are able to understand the stages of implementing supervision</p> <p>5.5.5 Students are able to master the supervision evaluation steps</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b> 1. Students who actively ask/discuss and pay attention during the lecture process get additional points 2. Student peer evaluation results</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Self-Directed Learning, Discussion, Question and Answer 2 X 50</p>			5%

6	<p>1.6.1 Students are able to examine approaches to supervision</p> <p>2.6.2 Students are able to identify various models of supervision and determine the nature/characteristics of each model</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1. Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p>2. Student peer evaluation results</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Self-Directed Learning, Discussion, Question and Answer 2 X 50</p>			5%
7	<p>1.7.1 Students are able to master the principles of program evaluation</p> <p>2.7.2 Students are able to compile program evaluation syntax</p> <p>3.7.3 Students are able to provide an assessment of the feasibility and effectiveness of the program</p> <p>4.7.4 Students are able to master the concept of learning evaluation</p> <p>5.7.5 Students are able to identify learning evaluation methods</p> <p>6.7.6 Students are able to correlate the theoretical substance of evaluation with improving the quality of learning in practice</p>	<p>1. The ability of each participant to carry out a presentation</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussion</p> <p>4. Student attention in lectures as seen from the on/off camera</p>	<p><b>Criteria:</b></p> <p>1. Student peer evaluation results</p> <p>2. Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Presentation, Discussion, Questions and Answers 2 X 50</p>		<p><b>Material:</b> Collecting Evaluative Information</p> <p><b>Bibliography:</b> <i>Stufflebeam, DL &amp; Zhang, Guili. 2017. The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. USA: The Guilford Press</i></p>	5%
8	<p>1.8.1 Students are able to fulfill USS assignments innovatively and independently according to the specified criteria and timeline</p> <p>2.8.2 Students are able to compose scientific articles, present them according to journal templates and submit articles to accredited national/international journals</p>	<p>1. Student accuracy in collecting projects</p> <p>2. Reference list for articles from the last 10 years, 10 nationally accredited and 10 internationally accredited</p> <p>3. Attached is proof of the results of submitting the article to a journal accredited at least SINTA 4</p>	<p><b>Criteria:</b> USS rubric appendix</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Project 2 X 50</p>		<p><b>Material:</b> UTS <b>Library Questions:</b></p>	20%
9	<p>1.9.1 Students are able to plan teacher professional development needs</p> <p>2.9.2 Students are able to formulate teacher professional development strategies</p> <p>3.9.3 Students are able to correlate the role of supervision with the development of teacher competency</p>	<p>1. Student performance in carrying out presentations;</p> <p>2. List of references used in the presentation</p> <p>3. Participants' activeness in discussions;</p> <p>4. Student attention in lectures</p>	<p><b>Criteria:</b></p> <p>1. Student peer evaluation results</p> <p>2. Students who actively ask/discuss and pay attention during the lecture process get additional points</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>Self-Directed Learning, Discussion, Question and Answer 2 X 50</p>		<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%

10	10.1 Students are able to master data collection techniques in educational evaluation and supervision	<ol style="list-style-type: none"> <li>1. Student performance in carrying out presentations;</li> <li>2. List of references used in the presentation</li> <li>3. Participants' activeness in discussions;</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 process get additional points</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Carrying out 2 X 50 qualitative method research		<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%
11	<ol style="list-style-type: none"> <li>1.11.1 Students are able to collect and analyze educational supervision instruments that have been used</li> <li>2.11.2 Students are able to prepare and develop educational supervision instruments</li> <li>3.11.3 Students are able to create the structure of educational supervision instruments</li> <li>4.11.4 Students are able to determine aspects/components in the supervision instrument</li> <li>5.11.5 Students are able to explain the results of preparing educational supervision instruments</li> </ol>	Carrying out qualitative method research	<p><b>Criteria:</b> Attachment to the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		Project Based Learning 2 X 50	<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%
12	<ol style="list-style-type: none"> <li>1.11.1 Students are able to collect and analyze educational supervision instruments that have been used</li> <li>2.11.2 Students are able to prepare and develop educational supervision instruments</li> <li>3.11.3 Students are able to create the structure of educational supervision instruments</li> <li>4.11.4 Students are able to determine aspects/components in the supervision instrument</li> <li>5.11.5 Students are able to explain the results of preparing educational supervision instruments</li> </ol>	Carrying out qualitative method research	<p><b>Criteria:</b> Attachment to the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		Project Based Learning 2 X 50	<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%

13	<p>1.11.1 Students are able to collect and analyze educational supervision instruments that have been used</p> <p>2.11.2 Students are able to prepare and develop educational supervision instruments</p> <p>3.11.3 Students are able to create the structure of educational supervision instruments</p> <p>4.11.4 Students are able to determine aspects/components in the supervision instrument</p> <p>5.11.5 Students are able to explain the results of preparing educational supervision instruments</p>	Carrying out qualitative method research	<p><b>Criteria:</b> Attachment to the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		Project Based Learning 2 X 50	<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%
14	<p>1.11.1 Students are able to collect and analyze educational supervision instruments that have been used</p> <p>2.11.2 Students are able to prepare and develop educational supervision instruments</p> <p>3.11.3 Students are able to create the structure of educational supervision instruments</p> <p>4.11.4 Students are able to determine aspects/components in the supervision instrument</p> <p>5.11.5 Students are able to explain the results of preparing educational supervision instruments</p>	Carrying out qualitative method research	<p><b>Criteria:</b> Attachment to the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		Project Based Learning 2 X 50	<p><b>Material:</b> Concept of Educational Supervision</p> <p><b>References:</b> <i>Glickman, CD, Gordon, SP, Ross, JM 2018. Supervision and Instructional Leadership: A Developmental Approach. New York: Pearson.</i></p>	5%
15	<p>1.15.1 Students are able to reflect on lectures</p> <p>2.15.2 Students are able to master the theory and practice of educational evaluation and supervision</p>	<p>1. Student participation and activity</p> <p>2. Student attention in lectures as seen from the on/off camera</p>	<p><b>Criteria:</b> Arrange articles using the SLR method according to the topic</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Cooperative Learning, Discussion, Question and Answer 2 X 50	<p><b>Material:</b> National and International Articles</p> <p><b>Bibliography:</b> <i>Articles in Reputable National and International Journals</i></p>	5%
16	<p>1.16.1 Students are able to express opinions, ask questions and provide positive responses as an embodiment of active participation in lectures</p> <p>2.16.2 Students are able to fulfill US assignments innovatively and independently according to the specified criteria and timeline</p>	<p>1. Students' timeliness in completing and collecting US</p> <p>2. US compliance with the assessment rubric</p>	<p><b>Criteria:</b> Appendix US rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>		UAS 2 X 50	<p><b>Material:</b> Material for 1 semester</p> <p><b>References:</b></p>	10%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	52.5%
3.	Practice / Performance	17.5%
		100%

**Notes**

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.