

**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** CTCT 7770 – 7776  
**Course Title:** Clinical Supervision  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Pr., CTCT 7710 or departmental approval  
**Corequisite:** None
2. **Date Syllabus Prepared:** Fall 2010
3. **Texts:** Henry, M. A. & Weber, A.W. (2010). *Supervising student teachers*. (7<sup>th</sup> ed.) Lanham, MD: Rowman & Littlefield Publishing Group. (ISBN: 978-1-60709-610-8)  
  
Alabama Best Practices Center ( <http://www.bestpracticescenter.org/> )  
Good source for Teacher Resources and Professional Development. (Note: If you also search Google using “New Teacher Induction,” you will find excellent resources on this topic.)
4. **Course Description:**  
Theories, concepts, models, and techniques of student teacher and beginning teacher supervision by administrators, school district personnel, and university supervisors.
5. **Course Objectives:**  
Upon completion of this course, students will be able to:
  1. Analyze one’s personal philosophy for supervising student teachers.
  2. Acquire a working knowledge of models/program/procedures used to supervise student teachers.
  3. Develop a system for observing and evaluating student teachers.
  4. Develop a system for providing constructive feedback to student teachers.
  5. Contrast the roles and responsibilities of student teachers, cooperating teachers, beginning teachers, school administrators/supervisors, and university supervisors for the professional growth and development of teachers.
  6. Plan a program to provide student teachers with effective experiences to enable them to develop their skills as a teacher.
  7. Select and evaluate appropriate techniques for observing student teachers.
  8. Understand components of new teacher induction.
6. **Course Content:**  
  
**Before the Student Teaching Experience Begins**  
Student Teaching Supervision  
The Cooperating Teacher’s Role  
Preparing for a Student Teacher  
Providing Information about the School and Community  
  
**The Student Teacher’s First Few Days**  
The First Initial Days  
Changes in the Classroom  
Introduction to the Class  
Introduction to the Faculty  
Introduction to Teaching  
  
**Personal Relationships in Student Teaching**  
Influence of the Cooperating Teacher  
Transition of the Student Teacher  
Differences  
  
**Working with College Supervisors**  
The College Supervisor

Assistance to the Student Teacher  
Assistance to the Cooperating Teacher

**Supervising Observations**

Observations  
Observation Sequence  
Alternative Procedures  
Observation Schedules and Analysis

**Supervising Planning**

Planning Process  
Plans in Advance  
Plans and Resources

**Observing, Analyzing, and Guiding**

Instructional Supervision  
Teaching Analysis  
Pupil Evaluation

**Supervisory Conferences**

Conferencing  
Sequence of Conferences  
Effective Conference Communication

**Supervising Participation in the Total School Program**

Total School Program  
Participation Choices  
Facilitation of Participation

**Legal and Ethical Aspects of Student Teaching**

The Law and Student Teaching  
Duties and Responsibilities of Student Teachers  
Tort Liability  
Legal Issues  
Legal Rights of Student Teachers  
Substitute Teaching  
Ethics in Teacher Education

**Problems of Student Teachers**

Types of Problems  
Assistance with Problems  
Problems Beyond Student Teacher Control

**Evaluating the Student Teacher**

Student Teacher Evaluations  
Criteria for Effective Teaching  
Major Evaluations  
Legal Considerations  
Evaluation Techniques  
Final Conference  
Letter of Recommendation

**New Teacher Induction (Web-based resources, such as the Alabama Best Practices Center)**

Purpose and Functions of Induction Process  
Sample Programs

7. **Course Requirements:**

**Note: A schedule of electronic submission dates for each requirement listed below will be provided at the beginning of the term. Note: For Requirements F and G, complete the instructions for either supervising student teacher OR for orienting/inducting new teachers. Do not complete for both aspects. For all assignments, include your name, course number/title, and date in addition to information requested for specific course requirements.**

- A. Complete a summary/assessment for each chapter in the textbook: *Supervising Student Teachers*. Discuss the major highlights of the chapter and provide your thoughts/reactions/assessments of the chapter. Your discussion typically will be 1 – 1½ pages per chapter.
- B. Prepare a reflection/assessment for each case study in the assigned chapters. Provide the Chapter Number, Case Study Number, and Title of the case study.
  - (1) Read the case study and select one of the listed actions (write out the entire action) as your preferred choice. If you do not agree with any of the actions listed, provide your own action.
  - (2) Next, read the comment. Then, provide a short assessment or reflection (1 – 3 paragraphs) on the action you selected.
- C. Complete an article summary on **two** full-length articles related to new teacher orientation/induction. (The website listed under “Texts” on page 1 can provide an initial source on this topic.) Summarize the highlights of each article and present your reactions to each article, approximately 1 – 1½ pages per article. Provide an appropriate bibliographical reference at the top of the page for each article. Include a copy of the full article in your course notebook.
- D. Develop questions and interview a **supervisor of student teachers**. The supervisor should be a teacher at the high school level, preferably a business/marketing teacher. Plan for the interview to last at least 30 minutes. Prepare 15 – 20 questions and submit the questions to the professor for approval **prior** to your interview. After the interview, write up the interview summary. Include a description of the educational background, teaching experience, and student teacher supervision experience of the interviewee. Do not include specific information as to the name of the individual—keep your comments as generic as possible. At the end of the summary, provide your own comments/reflections on the issues/concerns discussed by the supervisor of student teachers.
- E. Develop questions and interview a **new teacher**. The new teacher should be a teacher at the high school level, preferably another career/tech teacher. Plan for the interview to last at least 30 minutes. Prepare 15 – 20 questions and submit the questions to the professor for approval **prior** to your interview. After the interview, write up the interview summary. Include a description of the educational background and work experience of the new teacher. Do not include specific information as to the name of the individual or any other personal characteristics that would allow one to identify the new teacher. At the end of the summary, provide your own comments/reflections on the issues/concerns discussed by the new teacher.
- F. Prepare a statement of philosophy regarding supervision of student teaching or induction of new teachers. Include the role/function of the supervising teacher in the development of the student teacher. (**OR**, the role of the mentor/administrator in orienting the new teacher.) Include the expectations of a successful experience—that is, what are the characteristics of a successful student teacher (new teacher). Include how you, as a supervisor (or mentor) can assist in the successful development of the student teacher (or new teacher).
- G. Develop a resource manual for supervising student teachers **OR** develop a resource manual for orienting/inducting new teachers. The manual needs to contain the necessary components for successful supervision of student teachers or induction of new teachers. Prepare a notebook (or a sub-section of your course notebook) for your manual which includes a table of contents, dividers, and cover page. (See following page.)

**Supervision of Student Teachers Resource Manual:** The resource manual will consist of the following **MINIMUM** components. You will develop your manual outline more fully as you progress through the course. (Note: The College of Education student intern handbook, available at <http://education.auburn.edu/files/file1626.pdf> , gives guidelines expected of the intern by the College of Education. You are preparing a handbook for the intern once he/she arrives at your school which reflects you and your school's expectations of the intern.)

1. **Introduction**  
This section will contain the mission or purpose of student teacher supervision in your school. Provide information/resources to orient the individual to the community, school system, school, program, and students.
2. **Roles and Responsibilities of Individuals in Clinical Supervision**  
Develop a list of roles and responsibilities of individuals who are involved in the clinical supervision process. These individuals should include as a minimum the teacher (or student teacher), cooperating teacher, administrator, and/or university supervisor. Provide student teacher guidelines.
3. **Observation Rating Sheets**  
Develop observation-rating sheets to be used in the supervision of student teachers. Include the desirable characteristics you would look for when supervising teachers and select an appropriate scale for rating each characteristic.
4. **Guidelines for Conducting the Feedback Conference**  
Develop a list of guidelines and procedures to be followed when conducting the student teaching conference.

**New Teacher Induction Manual:** The resource manual will consist of the following **MINIMUM** components. The New Teacher Induction Manual should contain an introductory section which would include the mission or purpose of new teacher orientation/induction in your school. Provide information/resources to orient the new teacher to the community, school system, school, program, and students. Provide information on the administrative organization of the program, school, and system. Include a section on expectations the system has for new teachers. Include information on helpful hints for the beginning teacher. You will develop your outline for the manual as you read/study articles throughout the term. Consider also the needs of your program/school in developing your manual.

8. **Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

A.	Chapter Summaries/Assessments	20
B.	Case Study Reflections/Assessments	15
C.	Article Summaries on New Teacher Orientation/Issues	10
D.	Interview and Written Report with Supervisor of Student Teachers	15
E.	Interview and Written Report with New Teacher	15
F.	Statement of Philosophy on Student Teaching <b>OR</b> Statement of Philosophy on New Teacher Induction	5
G.	Resource Manual for Supervisors of Student Teachers <b>OR</b> Resource Manual for New Teachers	<u>20</u>
Total		100%

**Delivery of final product.** Prepare a notebook containing your completed assignments. Include a cover, table of contents, tabs, etc. The final product is to be delivered by noon on **FRIDAY, December 3, 2010.** (Note: **Your final notebook should contain hard copies of all electronic submissions throughout the term.**)

The following grading scale will be used:

- 90 - 100% = A
- 80 - 89.9% = B
- 70 - 79.9% = C
- 60 - 69.9% = D

Below 60% = F

9. **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.