

AUBURN UNIVERSITY**DR. CRISTAL C. PRITCHETT**

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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:** August 2011
3. **Texts:** Gall, M. D. & Acheson, K. A. (2011). Clinical Supervision and Teacher Development. (6th ed.) Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-0-470-38624-8.

Alabama Best Practices Center (www.bestpracticescenter.org) Search using “New Teacher Induction Programs and Policies” to arrive at resources.

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:**

The Nature of Clinical Supervision

A Teacher-Centered Model of Clinical Supervision

Other Models of Clinical Supervision

Clinical Supervision in Teacher Education Programs

Sharing Responsibility for Clinical Supervision

Research on Clinical Supervision

The Theory of Reflective Practice

Using Clinical Supervision to Support the Stages and Goals of Teacher Development

Models of Teacher Development

Teacher Development Based on Teaching Standards

Teacher Development Based on Students’ Academic Achievement

Working Conditions and Teacher Development

Using Clinical Supervision to Support Other Methods of Professional Development

- Methods Involving Expert Guidance
- Methods Involving Teacher Dyads
- Methods Involving Schoolwide Participation

Using Clinical Supervision to Promote Effective Teaching

- Effective Teaching of Academic Knowledge and Skills
- Effective Development of Student Attitudes and Motivation to Learn
- Teacher Effectiveness in Responding to Student Diversity
- Effective Classroom Management
- Effective Planning and Decision Making
- Effective Implementation of Curriculum Change

Using Clinical Supervision in Teacher Evaluation

- Standards of Teacher Competence
- A Systematic Process for Teacher Evaluation
- Problems of Practice in Clinical Supervision

Problems of Practice in Clinical Supervision

- Teachers Who Have Conflicting Priorities
- Teachers Who Have Difficulty Translating Insights into Action
- Incompatibilities between Student Teachers and Cooperating Teachers

Interpersonal Communication in Clinical Supervision

- Ten Communication Techniques

The Planning Conference

- Conference Techniques
- Planning in Advance
- Sharing Plans and Resources with the Student Teacher

The Feedback Conference

- Conference Techniques
- Sequencing Conferences
- Effective Communication in Conferences

Selective Verbatim Transcription

- Advantages and Drawbacks
- Observation Techniques
- Procedures and Analyzing Data

Seating Chart Observation Records

- Supervising Instruction
- Observation Techniques
- Procedures and Analysis

Wide-Lens Techniques

- Supervising Instruction
- Observation Techniques
- Procedures and Analysis

Achievement Tests, Checklists, Rating Scales, and Timeline Coding

- Supervising Instruction
- Observation Techniques
- Methods and Procedures

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

- Purpose and Functions of Induction Process
- Sample Programs

7. **Course Requirements/Evaluation:**

- A. 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 for your manual which includes a table of contents, dividers, and cover page (may be submitted electronically).

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.

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.

- B. 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).
- C. Complete a summary/assessment for assigned chapter in the textbook: *Clinical Supervision and Teacher Development*. Discuss the major highlights of the chapter and provide your thoughts/reactions/assessments of the chapter. Your discussion will approximately be 1 – 1½ pages. In addition, complete an article summary on a full-length article related to new teacher orientation/induction and/or your assigned chapter in the textbook. (The website listed under “Texts” on page 1 is an excellent initial source on this topic.) Summarize the highlights of the article and present your reaction to the article, approximately 1 – 1½ pages. Provide an APA bibliographical reference at the top of the page for the article. Include a copy of the full article with your presentation. You will present your assigned chapter and article on the assigned due date for your chapter. Distance learning students need to post their presentations to Blackboard before the due date or mail a DVD of your presentation in order for it to be received before the due date (so we can load it on Blackboard). Everyone needs to post their chapter and article summaries; their presentation (PPT, etc.); and a copy of their article on the Discussion Board for their assigned date/week **AND** under Assignments in Blackboard. In-class students will have their presentation videoed and loaded on Blackboard. Distance students may come to campus for their presentation if they choose to do so.

- 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 a business/marketing teacher or 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. Participate in all class discussions and exercises, including the weekly Discussion Board. For each week, there will be an assigned chapter/assignment that you will be responsible for reading and responding to via Blackboard. Your Discussion Board posts/responses should be posted by 11:30 PM on the day that it is due. Your initial response to the reading and other materials should include the following: (1) one point from the text/material that you found interesting (must be different from other posts) and/or answer the question(s) posted; (2) your experience concerning this point (or lack thereof); (3) how you can apply this knowledge in your classroom (present or future). You will then read and acknowledge at least three of the responses from your classmates. This acknowledgement should be thoughtful and add to the discussion, even if you disagree. You will need to post a total of four quality postings per week for **each** topic/question posted in the Discussion Board.

Grading and Evaluation Procedures:

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

Resource Manual for Supervisors of Student Teachers	OR	
Resource Manual for New Teachers		35%
Statement of Philosophy on Student Teaching	OR	
Statement of Philosophy on New Teacher Induction		5%
Chapter Summary/Assessment/Article/Presentation		10%
Weekly Discussion Board Participation		30%
Interview and Written Report with Supervisor of Student Teachers		10%
Interview and Written Report with New Teacher		<u>10%</u>
Total		100%

ASSIGNMENTS	POINTS	DUE DATE
Discussion Board Participation/Class Assignments (Req. F)	300	Weekly by Sunday 11:30 PM
Chapter Summary/Assessment/Article/Presentation (Req. C)	100	Varies depending on chapter
Interview and Written Report with Supervisor of Student Teachers (Req. D)	100	11/20/11 by 11:30 PM
Interview and Written Report with New Teacher (Req. E)	100	11/20/11 by 11:30 PM
Statement of Philosophy (Req. B)	50	12/5/11 by noon
Resource Manual/Final Project (Req. A)	350	12/5/11 by noon
Total	1000	

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

NOTE TO DISTANCE LEARNING STUDENTS:

Distance learning students need to post their presentations to Blackboard **before the due date** or mail a DVD of your presentation in order for it to be **received** before the due date (so we can load it on Blackboard).

If you need to mail/ship any items, please use the following address:

Dr. Christal C. Pritchett
108 Wallace Building
Auburn University, AL 36849

Please email **Marissa Kane, GTA** (kanemar@auburn.edu) with any **technical questions** related to this course.

8. 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.

9. Justification for Graduate Credit:

CTCT 7710 (Clinical Supervision) prepares current teachers and school administrators to assume the responsibility of teacher supervision in the public schools. Students enrolled in this course will analyze their own supervision strategies and select a strategy that best suits them and will help teachers they supervise to grow professionally. This course will be required for those who desire to supervise student teachers in vocational education.