**Auburn University**

**Syllabus**

**1**. **Course Number:** CTCT 8770

 **Course Title:** Supervision of Instruction

 **Credit Hours:** 3 semester hours (Lecture 3)

 **Prerequisites:** CTCT 7770 or Departmental Approval

 **Corequisite:** None

**2.** **Date Syllabus Prepared:** April 2011

# 3. Text: SuperVision and Instructional Leadership: A Developmental Approach (8th Edition) by Carl D. Glickman

**4. Course Description:**

 Theories and models to become effective supervisors of vocational and adult education programs; philosophies and styles of supervision used to improve schools, instruction, curriculum, and personnel.

**5.** **Course Objectives:**

 Upon completion of this course, students will be able to:

 1. discuss the rationale for having effective supervision in career and technical education.

1. acquire a working knowledge of supervision theories and models.
2. develop programs that make schools effective.

 4. develop programs that improve the effectiveness of teaching in schools.

 5. develop programs to provide for the professional growth of personnel and staff.

 6. develop programs to improve career and technical education curriculum.

 7. supervise career and technical educators in a moral and ethical way.

1. develop one’s own style of supervision.

**6**. **Course Content and Schedule:**

 **I. Course Introduction (week 1**)

 A. Course overview

1. Responsibilities for supervision

 **II. Supervision of School Programs (week 2)**

 A. Why schools are as they are

 B. What schools can be

1. **Theories of Supervision (week 3)**
2. Developmental theories
3. Characteristics of effective schools
4. Supervision beliefs
5. Philosophy of supervision

1. **Interpersonal Skills in Supervision (weeks 4 – 6)**
2. Supervisory behavior continuum
3. Developmental supervision
4. Directive control behaviors
5. Directive informational behaviors
6. Collaborative behaviors
7. Nondirective behaviors
8. **Technical Skills in Supervision (weeks 7 - 9)**
9. Assessing and planning skills
10. Observing skills
11. Research and evaluation skills
12. **Tasks of Supervision (weeks 10 – 13)**
13. Direct assistance to teachers
14. Group development
15. Professional development
16. Curriculum development
17. Action research
18. **Functions of Supervision (weeks 14 and 15)**
19. Change strategies and school success
20. Role of supervisor in school improvement
21. Systemic reform

 **Final Examination in Week 16**

7. **Course Requirements/Evaluation**:

1. Complete a comprehensive final examination.
2. Interview a supervisor in your area of expertise and submit a written support summarizing your interview.
3. Observe a school for a day and prepare a written report on the learning climate in the school and how the type of supervision affects the learning climate.
4. Develop an evaluation instrument to use in supervising:
5. teachers
6. curriculum
7. school climate
8. instruction
9. Prepare an outline for a presentation you would make to a local school board on the importance of supervision in vocational and adult education.

 **Grading and Evaluation Procedures**:

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

 Comprehensive final evaluation 15%

 Supervisor interview 15%

 Learning climate paper 15%

 Evaluation instruments 20%

 Presentation outline and report 35%

 Total 100%

 Any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after two class meetings will not be accepted.

 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

1. **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
1. **Justification for Graduate Credit:**

CTCT 8770 (Supervision of Instruction) prepares students to assume the roles of supervisors in educational settings. Students will acquire theories of supervision, analyze these theories and models of supervision, and apply these theories and models to improve personnel, curriculum, and schools.