AUBURN UNIVERSITY

Dr. Elisha C. Wohleb

wohleec@auburn.edu

334-844-8724

0303b Haley Center (Office)

5040 Haley Center (Mailing)

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:** 2017

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](http://www.bestpracticescenter.org)) Search using “New Teacher Induction” 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/mentoring new teachers. The manual needs to contain the necessary components for successful supervision of student teachers or induction of new teachers. I would suggest you work on this throughout the semester. Prepare a notebook for your manual which includes a table of contents, dividers, and cover page (must be submitted electronically ex: you may use a web-based program such as livebinder.com or you may use the electronic portfolio feature of Canvas).

**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/Mentoring 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/mentoring 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(s) 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 be approximately 1-1½ pages (double space, times new roman, 12 pt font). In addition, complete an article summary on a full-length article related to clinical supervision or induction/mentoring as indicated on the assignment sheet and/or canvas. Summarize the highlights of the article and present your reaction to the article, approximately 1 – 1½ pages.

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 or agriscience teacher. Plan for the interview to last at least 30 minutes. This may be done via email. However, you should prepare well written open ended questions to ensure you get the information needed. 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. You should upload the questions, responses, interview summary, and reflections to canvas.

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. This may be done via email. However, you should prepare well written open ended questions to ensure you get the information needed. Prepare 15 – 20 questions and submit the questions via email to the professor for approval prior to your interview (by June 20th). 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. You should upload the questions, responses, interview summary, and reflections to canvas.

**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 30%

Statement of Philosophy on Student Teaching **OR**

Statement of Philosophy on New Teacher Induction 10%

Chapter Summary/Assessment-Article/Summary/Assessment 30%

Interview and Written Report with Supervisor of Student Teachers

And Interview and Written Report with New Teacher 30%

Total 100%

|  |  |
| --- | --- |
| **ASSIGNMENTS** | **DUE DATE** |
| Chapter Summary/Analysis/Article/Analysis (Req. C) | Weekly by Tuesday 11:30 PM |
| Interview and Written Report with Supervisor of Student Teachers (Req. D) | 7/11/17 by 11:30 PM |
| Interview and Written Report with New Teacher (Req. E) | 7/11/17 by 11:30 PM |
| Statement of Philosophy (Req. B) | 7/25/17 by 11:30 PM |
| Resource Manual/Final Project (Req. A) | 7/25/17 by 11:30 PM |

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 [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). 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 electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) rules and regulations pertaining to Cheating will apply to this class ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

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 7770 (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.