1. **Course Number:** CTCT 8770/8776  
   **Course Title:** Supervision of Instruction  
   **Credit Hours:** 3 semester hours  
   **Prerequisites:** CTCT 7770/7776 or departmental approval  
   **Corequisite:** None

2. **Date Syllabus Prepared:** November 2008


4. **Course Description:**

   Theories and models to become effective supervisors of Career 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.  
   2. acquire a working knowledge of supervision theories and models.  
   3. 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.  
   8. develop one’s own style of supervision.

6. **Course Content and Schedule:**

   I. **Course Introduction (week 1)**  
      A. Course overview  
      B. Responsibilities for supervision

   II. **Supervision of School Programs (week 2)**  
      A. Why schools are as they are  
      B. What schools can be

   III. **Theories of Supervision (week 3)**  
         A. Developmental theories  
         B. Characteristics of effective schools  
         C. Supervision beliefs  
         D. Philosophy of supervision

   IV. **Interpersonal Skills in Supervision (weeks 4 – 6)**  
       A. Supervisory behavior continuum  
       B. Developmental supervision  
       C. Directive control behaviors  
       D. Directive informational behaviors  
       E. Collaborative behaviors  
       F. Nondirective behaviors
V. Technical Skills in Supervision (weeks 7 - 9)
   A. Assessing and planning skills
   B. Observing skills
   C. Research and evaluation skills

VI. Tasks of Supervision (weeks 10 – 13)
   A. Direct assistance to teachers
   B. Group development
   C. Professional development
   D. Curriculum development
   E. Action research

VII. Functions of Supervision (weeks 14 and 15)
   A. Change strategies and school success
   B. Role of supervisor in school improvement
   C. Systemic reform

Final Examination in Week 16

7. Course Requirements/Evaluation:
   A. Complete a comprehensive final examination.
   B. Interview a supervisor in your area of expertise and submit a written support summarizing your interview.
   C. 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.
   D. Develop an evaluation instrument to use in supervising:
      1. teachers
      2. curriculum
      3. school climate
      4. instruction
   E. Prepare an outline for a presentation you would make to a local school board on the importance of supervision in Career and Technical Education

   Students will have access to electronic references via the AU Library: See http://www.lib.auburn.edu/services/facserv.html

   Distance Learning Students will not be required to physically meet on campus, but will be expected to participate in class discussions via Blackboard. On campus class meetings (CTCT 8770) will be video recorded and posted for viewing by CTCT 8776 students.

Grading and Evaluation Procedures:

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive final evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Supervisor interview</td>
<td>15%</td>
</tr>
<tr>
<td>Learning climate paper</td>
<td>15%</td>
</tr>
<tr>
<td>Evaluation instruments</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation outline and report</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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
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:** For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in Blackboard weekly. 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 special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy** All portions of the Auburn University student academic honesty code (title XII) found in the *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**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 8770/8776 (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.