

G O V E R N O R S S T A T E U N I V E R S I T Y
C O L L E G E O F E D U C A T I O N / D I V I S I O N O F E D U C A T I O N

C O U R S E S Y L L A B U S

COURSE TITLE: School Supervision
COURSE NUMBER: EDAD 724
CREDIT HOURS: 3 Graduate Hours
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Catalog Description:

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence on supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and to both multicultural and exceptional populations.

Required Text:

Acheson, Keith A. & Gall, Meredith D. (1992). Techniques in the clinical supervision of teachers: Preservice and inservice applications, Third Edition. White Plains, NY: Longman Publishing Group.

Rationale:

The primary role of the school administrator is that of instructional leader. The major responsibility and ultimate purpose of an instructional leader is to improve student performance. Research suggests that there is a link between learner outcomes, improved student performance, and effective school supervision. The successful instructional leader must, therefore, assimilate and consistently practice the components and techniques of general and clinical supervision and evaluation.

Instructional Objectives:

1. Analyze the concepts, theories, and processes of school supervision and evaluation.
2. Analyze the techniques of positive climate, goal setting, classroom observation, and conferencing in the context of instructional leadership.

Apply the learned theories, concepts, and techniques to practical and problematic school situations in the framework of the social, political, multicultural, bureaucratic, and the rapidly changing educational institution.

Topical Outline

- I. Theoretical Basics for Clinical Supervision
 - A. Clinical supervision defined (text, pp. 3-21)
 - B. Effective teaching (text, pp. 22-43)
 - C. Teacher evaluation (text, pp. 47-61)
 - D. Act of teaching (text, pp. 62-85)
- II. Rationale and Techniques for Activities Prior to Formal Observation of Instruction
 - A. Goal setting (text, pp. 91-98)
 - B. Planning conference (text, pp. 99-103)
- III. Classroom Observation Techniques
 - A. Observing teaching practices
 - B. Communication patterns
 1. Selective verbatim
 2. Observation based on classroom organization
 3. Wide lens
 4. Checklists and timelines
 - C. Additional methods of observing instruction
- IV. Conferences--Teaching Effectively
 - A. Feedback on observation data
 - B. Supervision of instruction
 - C. Emerging research on roles
 1. Teachers
 2. Supervisors
 3. Administrators
- V. Training and Practice--Staff Development for Supervisors
- VI. Supervision Beyond Instruction

Activities/Assignments

1. Students will be expected to report on specific techniques of supervision (see text) and generally be able to demonstrate proficiency in others.
2. Students will be expected to be involved in role playing activities surrounding the pre-conference, observation, and feedback model of clinical supervision.
3. Students will observe several classroom instructional settings and report on the observations using various techniques as outlined in the text.
4. Students will be expected to videotape themselves and others to assist in gaining expertise in classroom observation.
5. Students will analyze their present evaluation system in terms of

- strengths, weaknesses, and overall effectiveness.
6. A midterm experience will provide the student with an opportunity to write brief essays chosen from a number of options.
 7. Students will be expected to assist their classmates in becoming proficient in the clinical supervision model.
 8. Students will submit, as a final examination, an analysis of their own confidence level and proficiency regarding the use of the clinical supervision model including personal staff development suggestions.

Evaluation: Course work reflecting excellence will receive an "A".

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