



**BRANDON
UNIVERSITY**

Founded 1899

**Faculty of Education
Graduate Studies Program**

**01:757 (A10) Supervisory Policy and Practice
Regular Session 2014-2015 Term 1 (Fall)**

Instructor Name: Dr. Tom Skinner
Office #: 205
Telephone: 204-727-7408
Email: skinner@brandonu.ca

Course Description:

This course will examine relevant theory and research in the practice of educational supervision and evaluation. Students will have the opportunity to link theory to their own practice as well as compare and analyze varied supervisory models.

Course Objectives:

- Enable students to develop an understanding of theory and research related to educational supervision;
- Give students the opportunity to discuss and apply elements of supervision to today's contextual school environments;
- Allow students to reflect on their own particular supervisory practice;
- Provide the opportunity for students to engage colleagues in dialogue and activities centered around current supervisory practices in the field of education.

Course Assignments (APA version 6.0 required):

➤ **Article Review (20%)**

Students will be expected to complete a formal review and critique of one published article. The review should provide a short overview of content, a synthesis of key concepts and ideas, a balanced critique, and application to education. A five-page summary will be submitted overviews the article.

➤ **Supervisory Model – Critique Analysis (20%)**

Students will develop a critical commentary on a supervisory model or process which is currently being used today in an educational setting. A five-page summary will be submitted and should include:

- Introduction of the model/process (division, background, etc.)
- Conceptual framework and overview
- Key terms
- Critical analysis (positives, drawbacks, issues)

➤ **Philosophical Statement (20%)**

As a component of the course, students are expected to develop a philosophical statement that will address the student's approach to supervision. Students will provide a strong theoretical foundation that will then guide their conceptual framework with respect to their approach to supervision. The purpose of the exercise is to allow students the opportunity to formulate a clear philosophical orientation that leads to well-articulated guidelines for supervision.

Papers should be five pages in length (conceptualization, content, clarity and coherence, grammar, and punctuation will be considered in the evaluation of the paper). Papers must be double-spaced and have proper APA referencing.

➤ **Action Research (40%)**

Students will develop a research study that will focus on supervisory relationships in today's educational environment. The evaluation will include the development and presentation of a proposal, the presentation of study results, and a formal summary to be submitted following the presentation. The research design is flexible, but the study should include:

- Introduction – educational trends, purpose of study, assumptions, need for the study, questions to be asked
- Review of Literature
- Methodology – methods and procedures, sample, data analysis, limitations
- Findings
- Summary – summary of findings, conclusions, recommendations.

Course Grade Evaluation:

Article Review	20%
Supervisory Model – Critical Analysis	20%
Philosophical Statement	20%
Action Research	20%
	100%

Grade Equivalencies:

A+	95 – 100
A	90 – 94
A-	85 – 89
B+	80 – 84
B	75 – 79
B-	70 – 74
C+	65 – 69
C	60 – 64
D	50 – 59
F	Under 50%

Minimum grade requirement for graduate program: B

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty)

(refer to the Graduate Calendar, section 5.3.2)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Attendance at Lectures and Practical Work:

(refer to the Graduate Calendar, section 5.3.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

Proposed Class Schedule:

- September 8 Introduction
- 15/22 The nature of supervision
- 15/22 Assumptions and Perspectives
- Sept 29/Oct 6 Supervisory models – a historical evolution
- Sept 29/Oct 6 Power and Conflict
- Oct 20/Nov 17 Teaching Career Stages and Life Stages
- Teacher Growth vs. Stagnation
- Oct 20/Nov 17 Supervision of the Entry Level Teachers
- Nov 24/Dec 1 Peer Supervision
- School Team Development
- Nov 24/Dec 1 Professional Development and the Role of the
Principal
- 8 Future trends