

1. Take Record
2. Have Prayer. Ask if there are any special requests. Ask for a volunteer to pray.
3. Review of "What Is Supervision"
  - A. Individually, think at least two improvements in curriculum and/or instruction that have been made in your most recent school system in the last three years and postulate on how these came to be.
    1. Give time for students to think.
    2. Have students respond.
    3. Discuss.
  - B. Get together with your partner. Create a list that describes the knowledge, skills, and personal traits needed for an exceptional supervisor.
    1. Give time for students to work together.
    2. Have groups respond.
    3. Discuss.
4. Put up slide: "Topics of Discussion." Go over with students.
5. The educational world is full of unresolved problems or issues. If we were to compile a quick list of current issues in education, what would it include: (seek answers from students and discuss the issues)
  - Corporal Punishment
  - Behavior Modification
  - Mainstreaming of handicapped children
  - Inquiry learning
  - Integration of subject matter
  - Minimal competencies for graduation
  - State assessment of student achievement
  - Methods of teaching reading
  - Relevancy of subject matter
  - Placement of subject matter
  - Grouping learners
  - Role of vocational education
6. This quick list is but a sampling of a complete set of issues with which supervisors must contend. Peter Oliva, who recently retired from his position as Professor of Education at Georgia Southern University, has identified eleven of the most pressing issues in supervision. Let's examine each of those today: (Put Slide on

Overhead)

7. Let's begin by looking at Issue 4: Shall The Supervisor Be An Administrator?
  - A. On the surface we can distinguish between administration and supervision.
    1. Administration is ordinarily concerned with providing material facilities and with operation in general, as we mentioned yesterday.
    2. Supervision is ordinarily concerned with improving the setting for learning in particular.
    3. Administration and supervision considered functionally cannot be separated or set off from each other. The two are co-ordinate, correlative, complementary, mutually shared functions in the operation of educational systems.
  - B. The question, though, is whether supervisors are or should be administrators.
    1. On the one side of the issue are those who view supervision as a fundamental appendage of administration.
    2. On the other side are those who would divorce supervision from administration.
  - C. Historically, supervision has been a part of administration.
    1. Let's see if we can develop that concept more fully.
    2. Distribute envelopes. Tell students that in each envelope are several phrases. With your partner, try to put the phrases into several different categories. In so doing, look for common attributes.
    3. After you have made your different categories, name each category.
    4. Have students read what phrases are in each category and what name they have given it.
    5. Afterwards, name the concept we are looking for: "The Role of Supervisor."
    6. This has been the historic reality of supervision.
  - D. Only in recent years has supervision branched out from its parent, administration. Now, specialists in supervision have been inclining toward reducing the administrative roles of the supervisor.
  - E. The question is not so much if the administrator should take on supervisory roles. That comes with the territory. Maybe a more important question to ask is, "should the supervisor assume administrative tasks and responsibilities?"
  - F. It seems to me that if we are going to consider supervision as a service, as we talked about yesterday, it would be difficult to see how supervisors can maintain their rapport with teachers if teachers view them as people who control their destinies.
    1. For supervision to be successful, teachers must want

- the services of the supervisor.
- 2. They must feel that the supervisor is there to serve them and to help them become more effective leaders.
- 3. What do you think?

8. Let's look at some of the other issues.

- A. Distribute issues. Tell students that these are the issues that Oliva discusses.
- B. Tell students to work on pairs in each issue.
- C. Have students do the following:
  - 1. Work on as many of the issues as possible. Read the issues. As you read you will notice where Oliva stands on the issue.
  - 2. As a group, prepare a report for the rest of the class that does the following:
    - a. Identify the issue.
    - b. Explain the varying positions on the issue.
    - c. Choose and defend your position on each issue.
    - d. On a scale of 1 to 5, where do you stand on the issue?
  - 3. Report the above to the class as a whole.
- D. Discuss each issue as the groups make their presentations.

9. Activity for further study (if time permits)

- A. How To Tell A Canary From A Crow, or: Hearing Music In the Classroom
  - 1. Canaries sing sweet beautiful music. Crows can sing, but their music is neither sweet nor beautiful.
  - 2. Some teachers are Canaries. They are motivated individuals who can create sweet beautiful music in their classrooms.
  - 3. Some teachers are Crows. They sing, but their music is neither sweet nor beautiful.
- B. Think, Pair, Share.
  - 1. Describe the characteristics of canaries and crows in the classroom. (Distribute handout)
  - 2. Share list with entire class.
  - 3. How will canaries sing in the future? Why?

10. As we have observed today, there are many issues involved in the Supervision of education. We have also noted that most issues have no clear cut right or wrong answer. There may be play on both sides. Tomorrow we look at helping teachers plan for instruction.