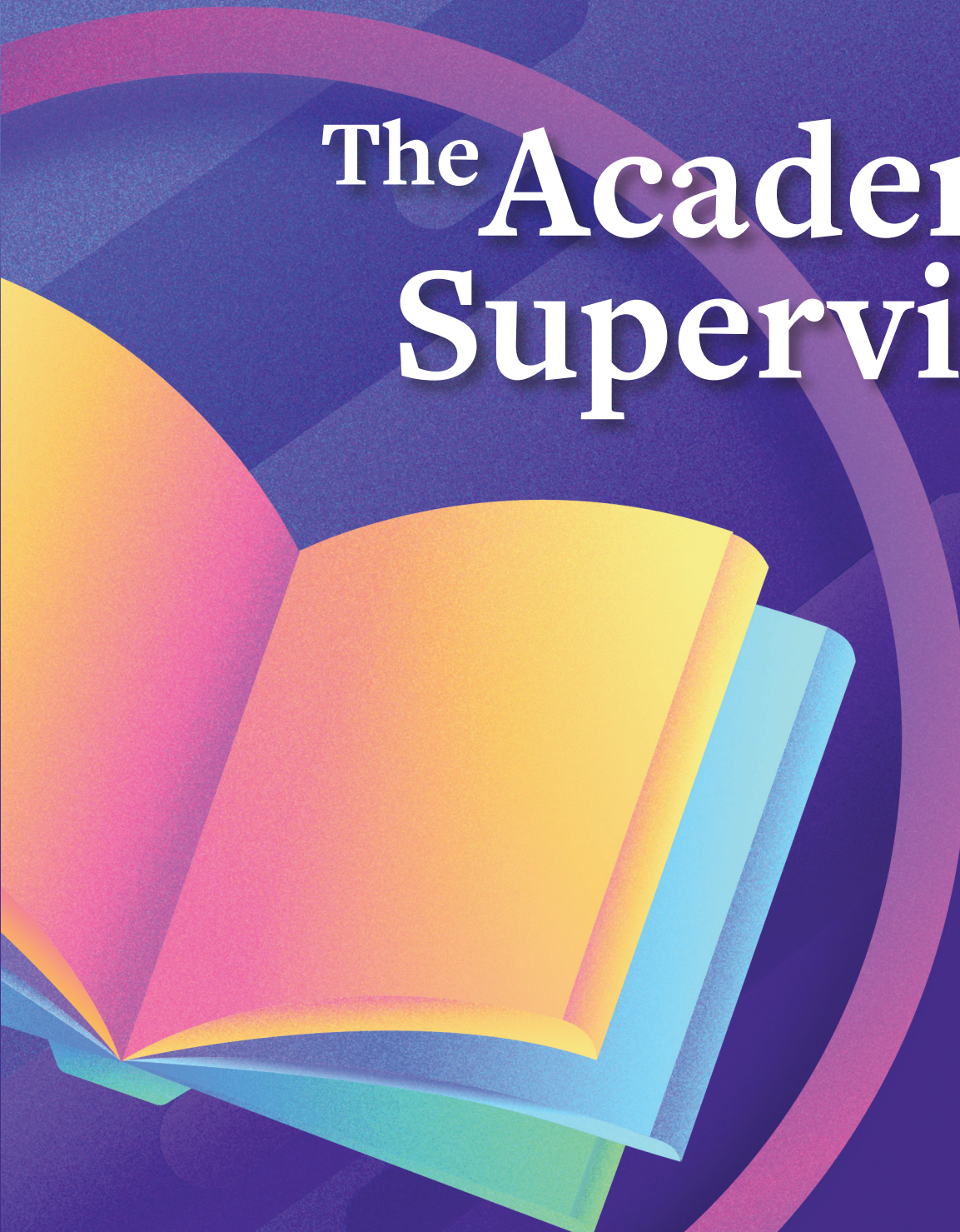


Based on the works of L. Ron Hubbard

The Academic Supervisor



Introduction

In the elementary grades, students are tremendously dependent on teaching and teachers. As they grow in literacy and general knowledge, they should also grow in the ability to study independently.

By middle school, and certainly in high school, students should be well-versed in study technology, and capable of increasingly challenging independent study. This is best fostered in a system that uses checksheets, which in turn requires the “teacher” to operate instead as an “academic supervisor.”

The proper training of an academic supervisor for these older students becomes as essential as the proper training of a teacher for younger children. Without the expertise of a trained academic supervisor, the skills teenagers need to expertly tackle advanced material simply will not come about.

The good news is that a teacher well trained in study technology and its application to students is 90% of the way there. The remaining skills are easy to acquire.

To that end, we present *The Academic Supervisor*.

—Editors

Table of Contents

1	THE ACADEMIC SUPERVISOR JOB DESCRIPTION	1
	Definition	1
	Purpose	1
	Primary Function	1
	Training	2
	Essential Skill—Observation	2
	Attitude	2
	Approach—Training to Wins	3
	Duties	3
	Basic Principle	4
	Product	5
2	THE ACADEMIC SUPERVISOR'S CODE	7
3	ACADEMIC SUPERVISORS AND STUDY TECHNOLOGY	11
4	THE COURSEROOM	13
	What Is a Courseroom?	13
	What Is a Checksheet?	13
	Pink Sheets	15
	Spot Checks	17
	Ethics and the Courseroom	17
	Ethics Reports	19
5	COURSEROOM MANAGEMENT—STUDENT SUCCESS	21



The Academic Supervisor Job Description

DEFINITION

Supervise: to be in charge of and watch over a person, group or activity and make sure that things are done correctly. From *super-* (over) + *-vise* (look, see). Thus, to oversee, to watch over.

Academic: having to do with education, schools or study in schools. From *academia*, the name of the garden where Plato taught, which was named after a Greek hero.

Thus, the basic definition of *academic supervisor* is

a person who oversees, or watches over, students studying.

PURPOSE

The purpose of the academic supervisor is to help students get through courses fully and swiftly with minimum lost time and to do so with full study technology so that the student understands, knows and can use the knowledge and skills learned.

PRIMARY FUNCTION

The primary function of the academic supervisor is supervising, not instructing. They are not there to give students data, but to refer students to sources of data. They should, therefore, have an idea of what questions they will be asked and know where to direct students for the answers.

TRAINING

Because they are supervising, not instructing, academic supervisors may or may not be highly trained in the subjects being studied by the students, but they must be trained in study technology and academic supervision. They must know study technology *cold* and be able to apply that knowledge effectively to students.

ESSENTIAL SKILL—OBSERVATION

The skill of academic supervision is in keeping students tearing along learning, not in knowing the data to tell it to the students.

The academic supervisor never bothers a student who is speeding along, doing fine. To interrupt or correct a student who is doing fine is a serious supervision error.

They only assist a student when it is visible by study statistics or expression or demeanor that the student needs assistance. To do this, they have to *observe the student*. Is the student doing okay or not?

The skill is in spotting dope-off, glee and other manifestations of misunderstandings, and in getting the misunderstandings found and cleaned up.

Student failures or blows follow misunderstandings. An academic supervisor who is on the ball never has failures or blows, as the student's misunderstanding is observed by the supervisor before the student observes it.

ATTITUDE

The attitude of a good academic supervisor is *strong interest in student progress*—interest in them *individually, as students*.

On this basis of strong interest, the supervisor notes advancements and achievements, and helps students over rough spots.

The academic supervisor never gabs idly during class time. He or she is all business, getting data relayed so it is understood and will be used.

APPROACH—TRAINING TO WINS

Training can be defined as “systematic instruction and exercise in the skills needed for a job or activity with a view to proficiency in it.” That seems simple enough. Training, however, is not always simple and one can be left wondering how it is that both the length and the effectiveness of training can be so widely variable.

An answer can be found in the approach.

Too often, education is done in the direction of eradicating faults instead of acquiring skills, in the direction of memory instead of the ability to think with the data.

This is, of course, illogical. You can't have faults in what you can't do yet. Look again at the simple definition of training.

Good supervision takes a positive approach by *training to wins*. And by *wins* is meant that students are able to use and employ and be successful in the actions in which they have been trained.

DUTIES

The academic supervisor ensures the schedule runs exactly on time, never varying—noting that students are present on time, calling roll and getting them started. Breaks are always started and ended precisely on time.

Academic supervisors ensure the courseroom area is neat and tidy at all times and that all materials and actions needed by students will be available, whether there is support staff assigned to course administration or not.

They set high checksheet targets for each student for the day and expect them to be met. They are spending supervisor minutes and student hours. They have

just so many of these to spend so they get them spent wisely and save any waste of them.

Academic supervisors ensure students are capable of very competent checkouts. To this end, the only theory checkouts they give to students are on the procedure and technology of checkouts.

They assign twins when needed and appropriate to a course.

During study periods, academic supervisors walk around the courseroom all the time, observing checkouts, checking where students are on their checksheets, and giving spot checks on material studied. They work with their students, alert for any wandering attention. They get misunderstood words found and cleared up on any students who are not flying along. They are not doing administrative actions or reading, they are working *with* students personally throughout the period.

They do *not* specialize in just one student hour after hour and forget the rest, but instead handle all the students in the class, one at a time.

Academic supervisors make sure clay demonstrations are big and that demo kits are in correct use.

They also work to eradicate any barriers or hindrances presented which distract the student from his or her educational progress. This may include activities outside the courseroom.

If the academic supervisor sends a student to another area of the school for specialized assistance, any instant the student is not actively working there, the academic supervisor makes sure the student is back in the courseroom studying.

BASIC PRINCIPLE

The academic supervisor operates on the principle that a fast courseroom is a well-supervised courseroom—that there are no slow students, there is only slow supervision—and acts accordingly.

PRODUCT

The product of an academic supervisor is

*graduates who can successfully apply the material
and be successful in the subjects they have studied.*