

**SIMON FRASER UNIVERSITY**  
**EDUCATION 407-5**  
**FIELD BASED IN-SERVICE:**  
**THEORY AND PRACTICE OF IMPLEMENTATION**

Spring Semester, 1992  
(January 6 – April 3)  
Location: Prince George

Instructor: Jean Way

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**PREREQUISITE:** Education 405

**CONTEXT**

As a teacher educator in the role of model and mentor for, and collaborator with, a student teacher carrying out requirements for his/her professional year in your classroom.

As a curriculum developer working to shape the goals and procedures (meaning and activities) of the professional year for NEW CALTEC.

As a student committed to ongoing professional development.

**TASK**

- \* To use a journal for ongoing reflection on the development of a beginning teacher.
- \* To read professionally on the subject of teacher education and to respond in your journal to these positions, theories, opinions.
- \* To use the opportunity for critical analysis of your own practice and the values and beliefs which inform it.
- \* To dialogue with your student teacher from time to time to be aware of his/her perception of the guidance and development he/she is undergoing (what beliefs, values about teaching and teachers seem to guide his/her journey).
- \* To communicate with your instructor at least monthly on the above items by way of:

Journal pages copied and sent to the instructor

**OR**

Summaries made of your reflection and analysis of above.

Instructor will comment/inquire for the purpose of entering into the dialogue with you, not to direct your writing to any particular focus and will send your communications back to you.

- \* To have an on site observation visit and interview with the instructor during the semester.

### **EVALUATION**

- (1) Journal or journal summary. At least 4 submissions beginning in January, monthly through April. (50%)
- (2) Student teacher reflections on his/her journey. Submission will be an analysis of student development/growth through the semester. It could be the result of a summative interview or of reflection on ongoing dialogues and documentation. It would, ideally, be read and commented on by the student. (20%)
- (3) Reflection and analysis of New Caltec as a teacher education program with reference to the literature on teacher education. (30%)

### **OR**

Another topic upon which we mutually agree which is of most value to you as a developing professional. (30%)

### **RECOMMENDED TEXTS**

Schon, D. A. (1983). The reflective practitioners: how professionals think in action. New York: Basic Books.

Schon, D. A. (1987). Educating the reflective practitioner. San Francisco: Jossey-Bass.

Holborn, P., Wideen, M., & Andrews, I. (eds.). (1988). Becoming a teacher. Kagan & Woo Ltd., Toronto.

### **READINGS**

Holborn, P. "Becoming a Reflective Practitioner"

Wideen, M. "Collaboration: New Fad or New Possibility"

Lieberman, A. "Collaborative Work"

Zeichner, K. "Alternate Paradigms of Teacher Education"

Wiggins, G. "The Futility of Trying to Teach Everything of Importance"

Cift, R. & Say, M. "Teacher Education: Collaboration or Conflict?"

--- Plus others supplied from time to time by participants—or the instructor.