

EDUCATION 347-3
DEVELOPMENTAL SUPERVISION OF STUDENT TEACHERS
(E1.00)

Fall Semester, 1991
(September 3–November 29)
Tuesday, 5:30–8:20 p.m.
Location: Milner Education Centre, Langley

Instructor: John Ormond

Calendar Description of Course:

Concepts and practices related to the supervision of student teachers will be introduced. Theories and models of supervision will be discussed, and research on supervisory practices will be surveyed. The developmental model of supervision presently used in the Professional Development Program will be studied in detail. Supervisory skills will be demonstrated and practiced.

Course Objectives:

Participants in this course will be able to:

- 1) discuss key issues in teacher education;
- 2) identify goals of teacher education and student teacher supervision;
- 3) analyze research findings pertaining to teacher education and student teacher supervision;
- 4) describe the historical evolution of the developmental supervision model;
- 5) articulate personal beliefs about education and teaching, and how these beliefs are reflected in classroom practice;
- 6) describe the supervisory cycle and the four dimensions of the supervisor's role;
- 7) demonstrate supervisory and interactions skills (observation, data collection, data analysis, conferencing, coaching, problem-solving, reflective responding; clarification of beliefs);
- 8) demonstrate organizational and planning strategies for working with student teachers.

Course Description:

The role of the cooperating teacher or school associate has been shown to significantly influence student teachers' development in terms of skills, attitudes, and professional self-concept. In the Professional Development Program at S.F.U. the school associate's role is especially important because students spend at least six months of their professional preparation in

classroom settings. Intensive preparation of school associates has been shown to enhance the quality of student teacher supervision and the self-selection of inappropriate candidates from the program. The intent of this course is to provide school associates with theoretical background, knowledge of pertinent research, and practical skills which will help them work more effectively with student teachers.

Classes involve a variety of learning activities including lectures, large-group discussions, small-group participatory activities, document and videotape analyses and role play. A high degree of participation is expected.

Assignments based on readings and class activities require students to demonstrate understanding of theory in more practical applications. Feedback is anecdotal, aimed at helping students improve their understanding and skills.

Required Readings:

Acheson, K.A., & Gall, M.D. (1980). *Techniques in the Clinical Supervision of Teachers*. New York: Longman.

Glickman, C.D. (1981). *Developmental Supervision*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

A list of current journal articles for required reading will also be provided by the instructor.

Professional Development Program *Handbook 1991-1992*. Burnaby, B.C.; Simon Fraser University Professional Development Program.

A TENTATIVE OUTLINE

- 1) Sept. 10: Introduction, Overview, & Assignments
Topic: The Complexity of Teaching - Exploring Professional Experience
Readings: Glickman (Ch. 1)
Acheson and Gall (Ch. 1)
PDP Handbook
- 2) Sept. 17: Topics: Good Teachers/Good Teaching
The PDP Program
Readings: Glickman (Ch. 2)
Acheson and Gall (Ch. 2)
Costa and Garmston (Supervision for Intelligent Teaching)
- 3) Sept. 24: Topics: The Nature of Supervision and Reflective Practice
Readings: Glickman (Chs. 3 & 4)
Carrier (Developmental Environments for Students)
Assignment Due: Classroom/School Profile
- 4) Oct. 1: Topic: The Supervision Cycle (Overview)
Focus: Planning and the Pre-Conference (Case Study: Frank)
Readings: Acheson and Gall (Chs. 3 & 4)
Assignment Due: Observation Tasks for Student Teachers
- 5) Oct. 8: Topic: Observation Strategies and Analysis
Readings: Acheson and Gall (Chs. 6 & 7)

- 6) Oct. 15:
Topic: Observation Strategies and Analysis
Readings: Acheson and Gall (Chs. 8 & 9)
Assignment Due: Analysis of a Case Study
- 7) Oct. 22:
Topic: Getting Serious about Development
Readings: Glickman (Ch. 5)
Sprinthall and Sprinthall (Educating for
Teacher Growth ...)
- 8) Oct. 29:
Topic: The Post-Conference
Readings: Acheson and Gall (Chs. 4 & 5)
Assignment Due: Critique of a Journal Article
- 9) Nov. 5:
Topic: Effective Interactions
Readings: To follow
- 10) Nov. 12:
Topic: Action Research & Ways to Increase Collaborative
Effort
Readings: To follow
- 11) Nov. 19:
- Free
- 12) Nov. 26:
Topic: Creative Problem Solving
Assignment: Analysis of Supervision Cycle
- 13) Dec. 3:
Topic: Open
Assignment: Interactions Analysis

EDUCATION 347-3

Developmental Supervision Langley

Instructor: John Ormond
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Assignments:

1.	Professional Journal: To be maintained regularly throughout the course (preferably twice each week) with entries submitted weekly.		20
2.	Classroom/School Profile	(Sept. 24th)	10
3.	Observation Tasks for Student Teachers	(Oct. 1st)	10
4.	Analysis of a Case Study	(Oct. 15th)	20
5.	Critique of an Appropriate Journal Article (a copy to be submitted) in the Area of Reflective Practice or Developmental Supervision	(Oct. 29th)	20
6.	Analysis of Supervision Cycle (School Associate Observation)	(Nov. 26th)	10
7.	Interactions Analysis of a Post-Conference between School Associate and Student Teacher	(Dec. 3rd)	10
		Total=	100