

# Educ 382-3 Special Topics: Developmental Supervision

Interession: May-June 1987 (class schedule TBA)

Prince George School District

Instructor: Doug Smart

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A course designed to provide background knowledge, theoretical understanding and skills training for classroom teachers interested in supervising student teachers or in taking part in a peer supervision process.

## PURPOSES

1. To improve the overall quality of student teacher supervision through training of sponsor teachers.
2. To provide classroom teachers with the background and skills to take part in a peer supervision model.
3. To identify a cadre of potential sponsor teachers familiar with a model of supervision.

## OBJECTIVES

Participants in this course will:

- a) analyze personal philosophies and beliefs about teaching and learning, as reflected in professional practice.
- b) analyze key issues in student teaching, in relation to the role of a sponsor teacher
- c) analyze the key issues in peer supervision models.
- d) assess individual supervisory styles and practices.
- e) develop supervisory skills ( observation, analysis of teaching, modelling, coaching, problem-solving, conferencing)
- f) develop organizational, planning and supervisory strategies for working with colleagues and /or student teachers.

## CONTENT

This course involves both the learning of supervisory theory and the practice of supervisory skills which will help participants work effectively with colleagues or student teachers. Each session will include a variety of learning activities. A high degree of participation will be expected.

Assignments will include both readings and practice tasks. Some assignments will be done during class time, and then handed in for feedback from the instructor. Other assignments will be completed outside of class time. It will be necessary to do some practice in a classroom setting requiring you to work with one of your colleagues on your staff.

## REQUIREMENTS

- a) Attendance and participation in all course activities.
- b) Completion of assigned readings
- c) Development of a classroom profile based on personal philosophy and teaching style.
- d) Satisfactory completion of practice tasks assigned.
- e) Completion of a final self-evaluation and conference.

## 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:ASCD.
- Additional readings will be distributed by the instructor during the course.