

# **ED. 407: INSERVICE PRACTICUM IN DEVELOPMENTAL SUPERVISION**

## **OVERVIEW, SPRING 1989**

### **PARTICIPANTS**

Education 407 is a 5-credit professional inservice practicum, available to teachers who:

- a. have taken Education 490, 495, 496 or 497 (Developmental Supervision);
- b. have agreed to supervise an Education 405 student teacher during the spring semester.

### **ACTIVITIES**

Participants who enrol in Ed. 407 function as school associates for P.D.P. students while receiving further training in developmental supervision. In order to receive course credit, they must participate in all of the following activities:

- i. Classroom work: focussed practice in all aspects of student teacher supervision, under the guidance of a trained faculty associate;
- ii. Seminars: regular meetings of course participants to discuss case studies, solve problems, and provide collegial support;
- iii. Enrichment activities: scheduled activities related to the theory and practice of supervision, e.g., guest speakers, skills practice sessions, demonstrations, classroom exchange visits, peer observations.

### **ASSIGNMENTS**

1. Each participant will complete at least four individualized contracts for professional growth, one in each dimension of the school associate's role (supervisor of instruction, curriculum consultant, counsellor and evaluator). Content of the contracts will be personalized to meet the participant's goals for development and the student teacher's needs. Upon completion of each contract, a summary will be submitted which describes the original contract, outlines the activities which actually took place, and provides a brief self-evaluation of growth in the goal area.
2. Each participant will keep a reflective journal documenting all aspects of classroom work with the student teacher. At the end of semester, a reflective journal summary describing the participant's overall learning and growth will be submitted to the instructor.

## **SEMINARS**

Contents of each seminar will be determined collaboratively by the instructor and participants. Activities may include work on individual contracts in small support groups, discussion of case studies from participants' own experiences, problem-solving, and further training in supervisory skills.

## **ENRICHMENT ACTIVITIES**

Enrichment activities will also be planned collaboratively by the instructor and participants. These may include skills practice sessions, guest speakers, meetings with faculty associates and/or student teachers, or other activities of interest to participants.

## **READINGS**

Holborn, P., Wideen, M., & Andrews, I. (1988). *Becoming A Teacher*. Toronto: Kagan & Woo.

Holm, P (1987). Stages of student teacher growth: case study of an Education 405 student teacher. Unpublished manuscript. (will be provided by the instructor).

Participants are encouraged to read additional relevant books and articles and to discuss these with colleagues during seminars.

## **EVALUATION**

EDUCATION 407 IS EVALUATED ON A PASS/WITHDRAW SYSTEM. Participants whose student teachers withdraw before the end of the semester will receive credit for the practicum provided they continue to attend seminars and participate fully in group activities. Individual contract expectations will be adjusted to suit the situation.

## **EDUCATION 407-5**

### **IMPLEMENTATION OF CONFLICT RESOLUTION CURRICULA**

Spring Semester, 1989  
Seminars: Monday evenings  
Location: Surrey School Board  
Board Room #1

Instructors: Pat Pitsula and  
Brian Luckock  
Phone: Pitsula 291-4419  
Luckock 531-1515

---

#### **ELIGIBILITY**

This curriculum implementation course is a follow-up to Education 488: (Special Topics: Conflict Resolution in the Classroom). It is available to currently practising classroom teachers in Surrey who have either completed Education 488 or who have received the permission of the instructors.

#### **OBJECTIVE**

Participants will:

1. better understand and be able to apply Conflict Resolution curricula in the classroom;
2. identify and practise effective methods of curriculum implementation;
3. develop a more critical approach to conflict management and classroom practices;
4. hone peer coaching skills and become more self-reflective;
5. develop and practise a variety of evaluation strategies with students in conflict resolution courses.

#### **COURSE FORMAT/REQUIREMENTS**

The course has four components:

- (i) readings/discussion/attendance at seminars;
- (ii) journal writing;
- (iii) design and implementation of a major classroom project or development of a research question related to the effectiveness of conflict resolution strategies in the classroom.

#### **EVALUATION**

The implementation course is evaluated on a pass/withdraw system.