

ED. 407: INSERVICE PRACTICUM IN DEVELOPMENTAL SUPERVISION

OVERVIEW, FALL 1989

Seminars: Fridays, 4:00 - 7:00,
September 29, October 13, November 3, 17, December 6
Location: Northern Lights College
Instructor: Pat Holborn
Phone: 291-4770 (o); 931-7282 (h); MTS "Patricia Holborn"

PARTICIPANTS

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

- a. have taken Education 495(Developmental Supervision);
- b. have agreed to supervise an Education 405 student teacher during the fall semester, or to provide focussed support to other student teaching supervisors in their schools.

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; or focussed support activities with other school associates;
- 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 or support activities involving other school associates. 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, faculty associates, coordinator 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.