

EDUCATION 495-3: DEVELOPMENTAL SUPERVISION

Offered in Langley School District
Fall, 1988

INSTRUCTOR: Pat Holborn

LOCATION: To Be Announced

Developmental Supervision is a three-credit course designed to provide background knowledge, theoretical understanding and skills training for classroom teachers interested in supervising student teachers. Concurrent work with a student teacher is not required. Because the course emphasizes classroom observation, analysis of teaching, conferencing, coaching and peer support, it is also suitable for individuals or groups who wish to include these elements in their personal or staff development projects.

ELIGIBILITY

This course is available to any teacher or administrator with a minimum of two years' classroom experience. This fall the course is being offered by S.F.U. in collaboration with the Langley School District. Therefore, Langley teachers will be given preference if enrolment is oversubscribed.

OBJECTIVES

Participants in this course will be able to:

1. discuss key issues in teacher education;
2. identify goals of teacher education and supervision;
3. analyze research findings pertaining to teacher education and supervision;
4. describe the historical evolution of the developmental supervision model;
5. articulate personal beliefs about education and teaching, and show 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 or colleagues.

COURSE FORMAT

This course involves both the understanding of supervisory theory and the practice of supervisory skills which will help participants work more effectively with student teachers and colleagues. Each session will include a variety of learning activities including lectures, discussions, role-play and supervisory skills exercises. A high degree of participation will be expected. Assignments will include both readings and practice tasks. There will be no examination.

OUTLINE OF TOPICS

Course content will include the following sequence of topics: goals of teacher education; current issues in student teaching and supervision of teaching; objectives, roles and responsibilities; preparing for supervision; establishing communication and rapport; definitions and models of supervision; supervisory roles and styles; stages of professional growth; characteristics of effective teaching; the supervisory cycle; classroom observation techniques; data analysis and

interpretation; conferencing skills; encouraging critical reflection and self-evaluation; problem-solving; formative and summative evaluation.

REQUIRED READINGS

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

Professional Development Program *Handbook, 1988-1989*. Burnaby, B. C.: Simon Fraser University Professional Development Program.

Other short articles for required reading will be provided by the instructor.

RECOMMENDED READINGS

Good, T. L., & Brophy, J. E. (1987). *Looking in Classrooms*. Third Ed. New York: Harper & Row.

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

COURSE REQUIREMENTS

- a. Attendance and participation in all course activities (15%).
- b. Demonstration of familiarity with content of all course readings (15%).
- c. Satisfactory completion of all course assignments (60%).
- d. Satisfactory completion of a written self-evaluation and participation in an evaluation conference with the instructor (10%).

Students will be expected to meet all the above requirements. The final grade will be determined by the instructor on the basis of performance in each of the areas listed above. Each student will prepare a written assessment of growth and performance using specific criteria provided by the instructor, and will participate in an individual evaluation conference at the end of the course.

FOLLOW-UP OPPORTUNITIES

Education 407-5 is a professional inservice practicum in developmental supervision for interested teachers who have successfully completed Education 495-3. This follow-up course uses the participant's own classroom or school as the setting for practice in supervisory skills. It includes the following components:

- a. classroom work: focused practice in all aspects of supervision under the guidance of a trained faculty associate;
- b. seminars: a regular forum for discussion, problem-solving and collegial learning among course participants;
- c. enrichment activities: scheduled activities related to the theory and practice of supervision, e.g., guest speakers, skill development sessions, demonstrations, classroom exchange visits.

Further information on Ed. 407-5 will be available during the Ed. 495-3 course.