

SIMON FRASER UNIVERSITY
ANNOUNCES A CREDIT COURSE OPPORTUNITY FOR SCHOOL ASSOCIATES
DEVELOPMENTAL SUPERVISION OF STUDENT TEACHERS
EDUCATION 490-2 (Group 2)

This two-credit course is designed to provide background knowledge and skills training for classroom teachers interested in supervising student teachers from Simon Fraser University's Professional Development Program (PDP).

DATES: October 17 to November 28
TIME: Wednesday, 6:00 p.m. to 9:30 p.m.
LOCATION: On-campus
INSTRUCTOR: Pat Holborn (Phone: 291-4236)

PURPOSES:

1. To improve the overall quality of student teacher supervision through skills training of school associates;
2. To improve liaison with school districts working with PDP students;
3. To build up a pool of school associates who are familiar with the PDP model of supervision;
4. To identify a cadre of school associates who demonstrate excellence in working with student teachers;
5. To provide an opportunity for school associates to use fee vouchers for in-service related to PDP.

OBJECTIVES:

Participants in this course will:

1. Become familiar with PDP philosophy, structure, program components, and evaluation procedures;
2. Understand the roles of the school associate, student, faculty associate and university during the 401/402 and 405 practica;
3. Understand key issues in student teaching, and some characteristics of student teacher development;
4. Understand and be able to apply the PDP goals and objectives in supervision and evaluation;
5. Develop supervisory and interaction skills (e.g., observation, analysis of teaching, conferencing, modelling, coaching, problem solving, clarifying);
6. Develop organizational and planning skills for working with student teachers (e.g., lesson and unit design, negotiation of assignments, scheduling);
7. Examine personal philosophies and beliefs about teaching and learning;
8. Provide feedback to PDP on specific documents used by school associates (e.g., PDP handbook).

CANDIDATES FOR THE COURSE:

The course will be appropriate for any teacher or administrator with a minimum of two years' classroom experience who is interested in working with SFU student teachers. It would be of particular interest to those who are interested in supervising student teachers in either Fall 1984 or Spring 1985. Please see attached sheet for important dates for admission and registration.

FEE REBATE:

A fee rebate can be arranged for those who, at the time of registration, have agreed to take an SFU student for either Fall 1984 or Spring 1985. Please contact Renate Doege at 291-4358 if you would like further information.

REQUIREMENTS:

1. attendance and participation in all course activities
2. satisfactory completion of all course tasks and assignments:
 - reflective tasks
 - interactions tasks
 - classroom or school profile
 - planning framework
 - readings

Class time will be provided for some of the above practical exercises.

READINGS:

- Acheson, K. A., and Gall, M. A. **TECHNIQUES IN THE CLINICAL SUPERVISION OF TEACHERS.** New York: Longman, 1980.
- Galloway, C. M., Silzer, M. C., and Whitfield, T. Exchange and Mutuality: Growth Conditions for Teacher Development. **THEORY INTO PRACTICE**, 19, 4 (Autumn, 1980), 262-265.
- Good, T., and Brophy, J. **LOOKING IN CLASSROOMS.** New York: Harper and Row, 1978.
- Holborn, P. Integration of Theory and Practice from the Student Teacher's Perspective. Paper presented at A.E.R.A., Montreal, 1983.
- Sprinthall, N., and Thies-Sprinthall, L. Educating For Teacher Growth: A Cognitive Developmental Perspective. **THEORY INTO PRACTICE**, 19, 4 (Autumn, 1980), 278-286.
- Wassermann, S. Interactions materials to be provided.

NOTE: Please do not purchase books before the first class meeting.

Faculty of Education
SIMON FRASER UNIVERSITY
Course Outline

1. Calendar Information

- a). Course No. Ed. 490 2 credit hours
- b). Title Developmental supervision of student teachers
- c). Description

This course provides background knowledge, theoretical understanding, and skills training for classroom teachers interested in supervising student teachers.

d). Nature of Course

The course will incorporate lecture presentations, discussion, practical exercises, readings and assignments.

e). Special Instructions

It will be appropriate for any teachers or administrators with a minimum of two years' classroom experience who wish to improve their understanding of student teacher development and their supervisory and interactions skills.

2. Scheduling

Wednesday evenings, 6:00 - 9:30 P. M.

October 17 through November 28

First offering: Fall, 1984

Presented by Pat Holborn, Program Coordinator, P. D. P.

3. Objectives

Participants in this course will:

- a) understand key issues in student teaching
- b) understand the goals of a teacher education program, and be able to apply program objectives in supervision and evaluation
- c) develop supervisory and interactions skills (e.g., observation, analysis of teaching, conferencing, modeling, coaching, problem-solving, clarifying)
- d) develop organizational and planning strategies for working with student teachers
- e) examine personal philosophies and beliefs about teaching and learning

4. Location

MPX

5. Topics

a) Issues in teacher education

- philosophies, program structures, content and design
- relationship of theory and practice
- the professional development continuum
- stages of student teacher development
- role of the school associate in teacher preparation

b) Developmental supervision

- principles of developmental supervision
- supervision cycle
- supervisory skills (observation, coding, analysis, conferencing)
- evaluation processes (formative, self-evaluation, final evaluation, withdrawals, etc.)

c) Facilitative interactions

- conducting effective conferences
- clarifying
- problem-solving

d) Instructional support

- planning and organization
- modeling, coaching and feedback

e) Critical reflection

- teaching styles
- personal philosophies and beliefs
- helping students to reflect

6. Requirements

- a) Attendance and participation in all course activities
- b) Completion of all reading assignments
- c) Development of a classroom profile or school profile based on examination of personal philosophy and teaching style
- d) Satisfactory completion of reflective tasks and interactions tasks as assigned in class

Reading assignments and discussions of instructional and supervisory theory will be integrated with tasks designed to provide practice in supervisory skills.

Readings

Acheson, K. A., and Gall, M. A. Techniques in the Clinical Supervision of Teachers. New York: Longman, 1980.

Galloway, C. M., Silzer, M. C., and Whitfield, T. Exchange and mutuality: growth conditions for teacher development. Theory Into Practice, 19, 4 (Autumn, 1980), 262-265.

Good, T., and Brophy, J. Looking In Classrooms. New York: Harper and Row, 1978.

Holborn, P. Integration of theory and practice from the student teacher's perspective. Paper presented at A. E. R. A., Montreal, 1983.

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