

EDUCATION 406-5 (Group 02) KELOWNA

SPRING/86

"LEARNING DISABILITIES"

Instructors: John Bellamy & Ron Rubadeau

Enrolment: 12

KELOWNA

ADMISSION AND REGISTRATION PROCEDURES SIMON FRASER UNIVERSITY SPRING SEMESTER JANUARY - APRIL 1986

NEW STUDENT AND FORMER STUDENT REQUIRING RE-ADMISSION (students who have not completed Simon Fraser University courses within the last three semesters): Application for Admission or Re-Admission is available at the Kelowna Site Office. The completed Application, with all official documents (transcripts etc), should be submitted to the Site Secretary, Donna Stevenson, on or before January 8, 1986. Please note that a fee of \$25 is assessed all applicants whose academic records, in whole or in part, originate outside the Province of British Columbia.

CONTINUING STUDENT: Students who have not completed pre-registration procedures may register for the course at the in-person registration.

IN-PERSON REGISTRATION: In-person registration will be held at the SFU Site Office on Wednesday, January 8, 1986, from 4 - 6 p.m.

SFU KELOWNA SITE OFFICE:
Okanagan College
1000 KLO Road
Kelowna, B.C.
V1Y 4K8
Telephone 762 7600

TUITION FEES

Educ. 496 - 3 Special Topics: Dance	
3 credit hours @ 43.00	\$129.00
Student Activity Fee	13.00
TOTAL	\$142.00

Educ. 406 - 5 In-Service Practicum	
5 credit hours @ 43.00	\$215.00
Student Activity Fee	\$13.00
TOTAL	\$228.00

FOR FURTHER INFORMATION:

- 1) SFU KELOWNA SITE OFFICE
Secretary - Donna Stevenson 762-7600
- 2) FACULTY OF EDUCATION - SFU
Undergraduate Programs 291-3643

SIMON FRASER UNIVERSITY**EDUCATION 406-5(Group 02): IN-SERVICE PRACTICUM
INSTRUCTOR and IN-SERVICE ASSOCIATE: John Bellamy**

**To: Prospective Education 406 Participants
From: Peter Norman, In-Service Coordinator
Date: November 6, 1985**

Education 406-5 is a new program designed to support teachers wishing to implement systematic curriculum or instructional projects in their own classrooms. It is an attempt to find the best possible "fit" between university coursework and the professional development needs of teachers. Each section of Education 406 has a special emphasis and takes advantage of unique opportunities. In this regard, we are fortunate in working with Ron Rubadeau and John Bellamy to address the concerns of teachers with special needs students.

John will be working out the schedule of seminars, classroom visits and special events. In the meantime, please note the registration procedures outlined on the reverse side. If you have questions, please do not hesitate to contact Donna Stevenson at the Kelowna Site Office or Undergraduate Programs on campus.

Sincerely,



Peter Norman

February 4, 1986

85-1 406-5 Listing

Group 02	Theory and Practice of Implementation Component	S. Olliver
Group 03	Problems of Implementation	C. Hearn
Group 04	Language Arts	M. Zola
Group 05	Advancing & Improving Educational Practice	S. Wassermann/ H. Buchan

86-1 406-5 Listing

Group 02	Learning Disabilities	J. Bellamy
Group 03	Universal Curriculum	M. Gibbons
Group 04	Advancing and Improving Educational Practice	S. Wassermann/ N. McAllister
Group 05	Elementary Physical Education	G. Kirchner
Group 06	Developmental Supervision	P. Holborn

Simon Fraser University

FACULTY OF EDUCATION

General Information

EDUCATION 406-5 PROFESSIONAL IN-SERVICE PRACTICUM

Calendar Description: [EDUC 406-5]... "for practising teachers who wish to implement new curriculum or instructional techniques in their own classroom, a supervised practicum is offered in conjunction with other university coursework."
Grading : Pass/Withdraw.

EDUC 406-5 provides a structure for teachers to play an active role in defining the content of their studies using their own classrooms as the setting for professional development. EDUC 406-5 includes the following components: classroom work; seminars; and instruction in the theory and practice of implementation.

i) Classroom work : This component recognizes that feedback, coaching, consultation and other aspects of on-site supervision are important features of successful implementation. EDUC 406-5 includes visits by a trained supervisor for observation and support. (approx.30 hours)

ii) Seminars : This component provides a forum for teachers to learn from one another. The seminar is scheduled on a regular basis to monitor progress, discuss common concerns and solve problems. (10-20 hours)

iii) Theory and practice of implementation : This component allows teachers to systematically explore school-based implementation and planned change through scheduled activities like guest speakers, demonstrations and attendance at related events. (10-20 hours)

Related coursework : EDUC 406-5 is usually taken in partnership with some other educational study. It emphasizes the process of implementation and encourages teachers to identify relevant content unique to their needs. A fourth component is thus implied; systematic educational study like recent or concurrent university coursework.

Undergraduate Programs
Faculty of Education
Simon Fraser University

M = Monday
 T = Tuesday
 W = Wednesday
 R = Thursday
 F = Friday

Oct. 26/84
 Tentative
 Listing

Faculty of Education

UNDERGRADUATE COURSE OFFERINGS

Spring 1985

(January 7th to April 4th, 1984)

220-3	Psychological Issues in Education	Lec. T, R 10:30-11:20 + 1 hr. tutorial per week Room B 9201	B. Hiebert
230-3	Introduction to Philosophy of Education	Lec. M, W 12:30-13:20 + 1 hr. tutorial per week Room AQ 3105	A. Kazepides
240-3	Social Issues in Education	Lec. T, R 11:30-12:20 + 1 hr. tutorial per week Room B 9200	M. Manley-Casimir
325-3	Measurement and Evaluation in Teaching	R 16:30-19:20 Room MPX 7506	M. Marshall
326-3	Classroom Management and Discipline	W 16:30-19:20 Room MPX 9511-12	P. Crehan
		Correspondence	B. Hiebert
330-3	Critical History of Educational Thought	W 16:30-19:20 Room MPX 7506	R. Barrow
361-3	Contemporary Issues and New Developments in Educational Practice (Problems of Implementation)	W 16:30-19:20 Room MPX 8620	M. Wideen

406-0 Professional In-Service Practicum Group 01

This practicum is designed for teachers who are required to meet B.C. certification requirements. Permission of the Director of Professional Programs is required.

Group 02

This field based experience is designed for teachers currently teaching in a lower mainland school district. Permission of the Director of Undergraduate Programs is required.

Group 03

This field based experience is designed for teachers currently teaching in the Kamloops school district. Permission of the Director of Undergraduate Programs is required.

Group 04

This field based experience is designed for teachers currently teaching in the Surrey School District. Permission of the Director of Undergraduate Programs is required.

406-0	Professional In-Service Practicum Group 05		This field-based experience is designed for teachers currently teaching in a lower mainland school district. Theme: Open Education. Permission of the Director of Undergraduate Programs is required.
422-4	Learning Disabilities	Correspondence	L. Prock
424-4	Learning Disabilities: Laboratory	R 16:30-20:20 Room MPX 8620	L. Prock
425-4	Counselling for the Classroom Teacher	T, R 14:00-15:50 Room MPX 8651	P. Wilensky
433-4	Philosophical Issues in Curriculum	T 16:30-20:20 Room MPX 9511-12	A. Kazepides
441-4	Cultural Differences and Education	T 16:30-20:20 Room MPX 8651-52	K. Toohy
465-4	Children's Literature	Correspondence	M. Zola
468-4	Recent Advances in the Teaching of English as a Second Language	M 16:30-20:20 Room MPX 7506	D. Motzer
471-4	Curriculum Development: Theory and Practice	T 16:30-20:20 Room MPX 7504	M. Gibbons
472-4	Designs for Learning: Language Arts (Elementary)	M 16:30-20:20 Room MPX 7610	M. Zola
472-4	Designs for Learning: Language Arts (Secondary)	R 16:30-20:20 Room MPX 7600	M. Gibbons
473-4	Designs for Learning: Reading	Correspondence	D. Wright
474-4	Designs for Learning: Social Sciences	W 16:30-20:20 Room MPX 7504	K. Egan
477-4	Designs for Learning: Art	T 16:30-20:20 Room MPX 7500	H. Pothorn
479-4	Designs for Learning: P.E.	Prince George	G. Kirchner
481-4	Designs for Learning: French Immersion	W 16:30-20:20 Room MPX 8651	R. Tafler
486-4	Special Topics: Writing Process	T 16:30-20:20 Room MPX 7600	C. Mamchur
	Special Topics: Microcomputers in Education	R 16:30-20:20 Room MPX 8651	D. Porter
		R 16:30-20:20 Room MPX 8651	W. Rothen

		Kelowna	E. Wong
487-4	Special Topics: Theory and Practice of Educational Administration	R 16:30-20:20 Room MPX 9511	N. Robinson
	Special Topics: Strategies for Teaching Thinking	Windemere	Faculty
	Special Topics: Theory and Practice of Educational Administration	Ft. St. John	P. Coleman
488-4	Special Topics: Law in the Classroom	T 16:30-20:20 Room MPX 8620	W. Cassidy
489-4	Experimental Course: Education For the 21st Century	M 16:30-20:20 Room MPX 8620	S. Dawson
	Experimental Course: Logo	M 16:30-20:20 Room MPX 8651	D. Bell
490-2	Directed Study: Developmental Supervision of Student Teachers.	M 17:30-19:20 Room MPX 7600	P. Holborn
490-2)			
491-2)			
492-4)	Directed Study		
493-4)			
494-4)			

EDUCATION 406
FACULTY OF EDUCATION
SIMON FRASER UNIVERSITY

PROGRAM EVALUATION

The content and dynamics of Education 406 are largely determined through the development and implementation of individual, classroom-based projects. In order to evaluate and improve the Educ 406 program, we need your feedback. This questionnaire addresses the components of Educ 406 and your thoughts on the overall impact of the program. Your responses are for the purpose of program improvement and will not be used for instructor evaluation.

Thanks for your cooperation.

Education 406 Section: 406 #2 (Olliver)
 406 #3 (Hearn)
 406 #4 (Zola)
 406 #5 (Wassermann/Buchan)

Name: _____ Telephone: _____

Address: _____

_____ Postal Code: _____

Current Teaching Assignment/Grade Level: _____

Number of Years Teaching Experience: _____

Teacher Training Institution(s): _____

Post-Secondary Educational Background Years: _____ Degree(s): _____

When did you last register in a credit course? _____

SPRING 1985

INDIVIDUAL PROJECT (Project Component):

Q1 Did your project mainly involve:
an instructional focus a curriculum focus both neither

Q2 Would you have carried out this project if you had not registered
in Educ 406? Yes No Not Sure
If 'yes', did Educ 406 make a difference to the way you implemented
the project? Yes No Not Sure
Comment: _____

Q3 Please indicate your level of agreement with the following statements.
5=STRONGLY AGREE 4=AGREE 3=NEUTRAL 2=DISAGREE 1=STRONGLY DISAGREE

Your Educ 406 project had a significant impact on:
a) your classroom teaching 5 4 3 2 1
b) your school 5 4 3 2 1

Comment: _____

Q4 Please comment further on the project component of Educ 406
(e.g., how might the project component of Educ 406 be improved?):

GROUP SESSIONS (Instruction and Seminar Component):

Q5 How many group sessions did you attend? _____

Q6 Did the group sessions mainly focus on: discussion and problem-solving
theory and practice of implementation both neither
Comment: _____

Q7 Please indicate your level of agreement with the following statements.
5=STRONGLY AGREE 4=AGREE 3=NEUTRAL 2=DISAGREE 1=STRONGLY DISAGREE

The group sessions were effective in helping you:
a) identify and define your project proposal 5 4 3 2 1
b) implement your project and solve problems 5 4 3 2 1
c) monitor and evaluate your progress 5 4 3 2 1

Comment: _____

Q8 Please comment further on the instruction/seminar component of Educ 406
(e.g., how might this component of Educ 406 be improved?):

IN-SERVICE ASSOCIATE (Classroom Support Component):

Q9 How many times did your In-Service Associate visit your classroom? _____

Q10 How many hours did the In-Service spend in your classroom? _____

Q11 Was the number of visits and amount of time spent adequate given your specific project? Yes [] No []

Comment: _____

Q12 Please indicate your level of agreement with the following statements.
5=STRONGLY AGREE 4=AGREE 3=NEUTRAL 2=DISAGREE 1=STRONGLY DISAGREE

Your In-Service Associate was effective in helping you to:

- | | | | | | |
|-------------------------------------|---|---|---|---|---|
| a) identify and define your project | 5 | 4 | 3 | 2 | 1 |
| b) establish a baseline | 5 | 4 | 3 | 2 | 1 |
| c) implement your project | 5 | 4 | 3 | 2 | 1 |

Comment: _____

Q13 Your In-Service Associate provided you with valuable feedback and helped you to monitor your progress.

5 4 3 2 1

Comment: _____

Q14 The role of In-Service Associate is necessary to the success of Educ 406.

5 4 3 2 1

Comment: _____

Q15 Please comment further on the classroom support component of Educ 406 (e.g., how might this component of Educ 406 be improved?):

EDUCATION 406

We are interested in your feelings about the quality of Education 406; please comment on the following aspects of your experience. If additional space is required, use the reverse side of this page.

Q16 What do you expect university coursework to do for you?

Q17 How would you compare the classroom-based emphasis of Educ 406 to other university credit courses you have taken?

Q18 What, for you, was the most valuable aspect of Educ 406?

Q19 What, for you, was the least valuable aspect of Educ 406?

Q20 Would you recommend Educ 406 to your colleagues? Yes No
How would you describe Educ 406 to a colleague interested in taking it?

Q21 Is 5 credits appropriate for Educ 406? Yes No Not sure

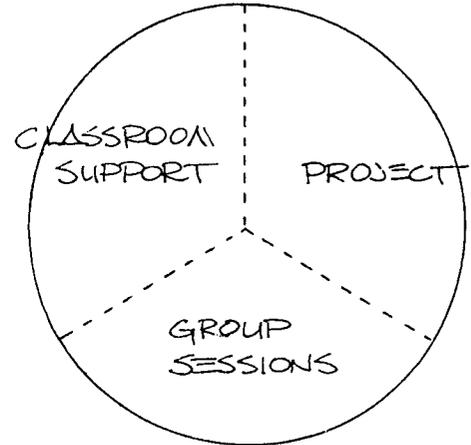
Q22 Has Educ 406 prompted any changes for you which you feel will continue in the future? Yes No Not sure Please explain.

EDUCATION 406

Educ 406

Q23 Please re-draw the sections of the circle to indicate your view of the relative significance of the components of Educ 406.

Comment: _____



Q24 Please rate Educ 406 as an overall professional development experience.

Excellent	Good	Average	Fair	Poor
5	4	3	2	1

Q25 Please comment further on any aspect of Education 406 which you consider important.

F1 What form(s) of follow-up to Educ 406 would be valuable to you?

F2 Would you be interested in participating in a classroom-based action and research network in association with SFU? Yes No Not sure

THANKYOU

EDUCATION 406 - GROUP 2

INSTRUCTOR: Steve Olliver

This section applies only to Group 2 of Education 406. As with the previous questions, responses are solely for the purpose of program improvement.

2Q1 How valuable were the five Educ 361 sessions in helping you formulate and implement your project?

2Q2 How appropriate were the timing and sequencing of the topics in the Educ 361 sessions?

2Q3 How valuable were the Educ 406 seminar sessions in helping you implement your project?

2Q4 In your opinion, should there have been more or fewer of these seminar sessions? More Fewer Same

2Q5 Do you think that Educ 361 should be a:
a) a prerequisite for Educ 406?
b) a required concurrent course for Educ 406?
c) neither

2Q6 Please comment on the effectiveness of the Educ 361/406 teaching team.

EDUCATION 406 - GROUP 4 (SURREY)

INSTRUCTOR: Mequido Zola

This section applies to Group 4 of Educ 406 (Surrey). As with the previous questions, responses are solely for the purpose of program improvement.

4Q1 How did you first hear about the Surrey section of Educ 406?

4Q2 Did you attend the information meeting? Yes No
If "yes", was it useful to you?

4Q3 Was locating the group meetings in the school district, rather than on the SFU campus, important to you? Yes No Please explain.

4Q4 How many sessions of Educ 472 did you attend? _____

4Q5 Please comment on the process used to "match up" Educ 406 participants and In-Service Associates, and the final results.

4Q6 As you know, Educ 406 is a collaborative project between SFU and Surrey School District. Is the School District involvement significant to you in any way? Yes No Not sure Please explain.

4Q7 In what ways could the School District further support teachers engaged in Educ 406 or similar coursework?

4Q8 Further comments and suggestions.

EDUCATION 406 - PROJECT REPORT

FACULTY OF EDUCATION
SPRING 1985

NAME: _____ STUDENT NUMBER: _____

INSTRUCTOR: _____ SEMESTER: _____

PROJECT SUMMARY

[include rationale, description and outcomes]

STUDENT SIGNATURE: _____ INSTRUCTOR SIGNATURE: _____