

EDUCATION 461-4/809-5  
TRENDS AND DEVELOPMENTS IN IN-SERVICE EDUCATION:  
TEACHER DEVELOPMENT

Summer Session, 1991  
(July 2 – August 9)  
Tuesdays & Thursdays, 1:00 – 2:20 p.m.  
Location: C9001  
Tuesdays & Thursdays, 2:30 – 4:50 p.m.  
Location: MPX 7506

Instructor: Dr. Peter Grimmett  
Office: MPX 8543  
Phone: 291-4937

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**PREREQUISITE:** Educ 405, or equivalent.

**COURSE OUTLINE**

This course essentially anchors the 1991 Summer Institute in Teacher Education (SITE) on *teacher development*. It is framed around the public lecture series and will engage participants in an in-depth examination of the issues raised by the visiting professors. The course will involve participants in attending each of the ten public lectures and in engaging in a rigorous post-lecture de-briefing and critique with each of the visiting professors. The aim is to learn interactively and dynamically from well-known educators who have specialized in the area of teacher development, and to do this in a manner in which participants take a critical and independent stance relative to the ideas presented. In addition, the course will cover topics, such as, professional cultures of teaching, teacher research, reflective practice, educational change, the nature of collegiality, the role of collegial consultation, collaborative planning and instruction, etc., as they relate to the development of teachers' classroom practice. Further aims in the course have then to do with:

1. exposing participants to the burgeoning literature in this emerging field of study
2. providing opportunities for participants to grasp the substantive ideas with confidence, accuracy, and appropriate use of analytical language
3. engendering in participants the ability to make sense of competing theoretical claims, to evaluate conflicting evidence, and to understand the relationship between research findings and practical application.

**EXPECTATIONS**

Participants are expected to attend all public lectures in the 1991 SITE program. Where possible, it is also recommended that participants plan to take in the educational workshops offered by the visiting professors. In addition, participants are expected vigorously to take part in small and large group discussions around topics and issues deriving from the public lectures and the extensive readings. Exercises will be used to frame these discussion activities and participants will be expected to have studied assiduously the relevant readings before the seminar.

**ASSIGNMENTS**

**Case Study (20%):** Participants will characterize a recent situation in which they attempted to develop their classroom practice. Particular attention will be paid to the context and culture (i.e., the pervading beliefs and values that constituted the normative basis for action) of the setting in which this exemplar of teacher development took place. This assignment is descriptive.

**Case Analysis (30%):** Participants will analyse their case studies in light of the readings and discussion of the course.

**Critical essay (50%):** Participants will develop a 10–12 page position paper on one of the issues or topics raised in the course. The assignment will consist of two parts: first, oral presentation of a written draft to the class, and second, re-writing of the paper on the basis of the critique provided by participants and the instructor.

**READINGS**

Selected readings, as distinct from a set text, will be used in the course.