

SIMON FRASER UNIVERSITY

EDUCATION 496-4

SPECIAL TOPIC:

ENTERING THE PROFESSION: MONITORING AND INDUCTION

(SITE)

Summer Session, 1991
(July 2 - 26)

Monday, Wednesday & Friday

8:30 a.m. - 12:20 p.m.

Location: MPX 7506

Instructor: N. Zimpfer

PREREQUISITE: EDUC 401/402, or equivalent

COURSE OVERVIEW

One way to understand the needs of beginning teachers is through an analysis of the problems beginning teachers express in follow-up studies of these graduates once they begin to teach. Repeatedly, beginning teachers identify problems with classroom management and discipline, dealing with parents and administrators, and motivating students as central to their concerns about practice. Beginners itemize skills as beginners they say they never acquired or those that were inadvertently treated in their programs. Thus educators have concluded that teacher candidates continue to arrive at their initial years of teaching with undiagnosed and unremedied problems.

COURSE PURPOSES

The purposes which stem from this brief overview are:

1. to engage course participants in an awareness of developmental stages they are likely to encounter in the process of acquiring expertise in teaching,
2. to acquaint participants with studies and processes relative to achieving expertise in teaching, including prominent theories and empirical studies on teaching, learning, schooling and learning to teach that can inform their practice,
3. to involve participants in the use of simulated, case knowledge relative to their own socialization into school settings, including knowledge of community, parents, school-aged youth, and other professionals, all of whom will offer assistance during their initial years of teaching, and
4. to dispose participants toward a process of reflecting on practice that will hopefully allow for career-long inquiry into practice and become foundational to collegial practice within the profession.

COURSE DESIGN

This intensive experiential course will draw from a rich array of recent studies on achieving teacher expertise (Berliner), understanding teacher thinking (Yinger), the cultures of teaching (Feiman-Nemser and Floden), the metacognitive elements of teaching and learning (Anderson), the nature of event-structured knowledge (Richardson and Carter), and the use of practical arguments (Fenstermacher) to provide resources for the initial years of teaching.

Further, given the developmental framework relative to the concerns of beginning teachers (Fuller), the course will be designed for participants to move through lenses of professional practice that focus initially on personal concerns, then to context concerns about schools and schooling, and ultimately to concerns relative to teacher efficacy and impact on learners.

And most importantly, this course is designed to provide beginning teachers with the knowledge, abilities and dispositions to continually examine their own teaching practice, their aspirations as fully functioning professionals, and their attitudes toward teaching as a life-long career. Hopefully these experiences will assist in retaining good teachers in the classroom and in opening to them the possibility of assisting others in achieving teaching expertise.

SELECTED READINGS

Hawk, P.P. (1984). *Making a Difference: Reflections and Thoughts of First-Year Teachers*. Greenville, NC: East Carolina University.

The Holmes Group, Inc. (1990). *Tomorrow's Schools: A Report of the Holmes Group*. East Lansing, MI: Author.

Ryan, K., Newman, K., Mager, G., Applegate, J., Lasley, T., Flora, R., & Johnston, J. (1980). *Biting the Apple: Accounts of First-Year Teachers*. New York, NY: Longman.