

Trends and Developments in In-Service Education

Summer Session 1984

Instructor: Dr. Louis J. Rubin

Tuesdays, Thursdays, 1:00 - 4:50

Location: on campus

The course will give students an overview of current developments in the theory and practice of in-service education. Particular attention will be given to procedures for (a) identifying needs, (b) mounting relevant programs, (c) organizing delivery, and (d) evaluating outcomes. Participants will have an opportunity to develop an in-service activity of their choice, suitable to the current circumstances in their work situation.

The study materials will make it possible for students to examine a number of exemplary programs, as well as to consider a variety of related issues. These include the shift toward action-oriented programs; alternative ways of coordinating training services; the use of follow-up support systems; and the contextual factors which influence school effectiveness.

Particular attention will be given to the role of in-service education in counteracting problems of teacher and administrator morale. Students will explore, in this regard, the specific circumstances which create alienation and disillusionment, and compare the potential effectiveness of different corrective measures.

Objectives:

The course is designed to give the student an understanding of the processes and procedures involved in developing in-service education programs for teachers and administrators. Predominant attention is given to the development of activities which perpetuate professional growth.

Outline of Topics:

1. The purpose and function of staff development programs.
2. Theoretical voids, innovative failure, and problems of fragmentation.
3. The use of Intrinsic and Extrinsic Incentives.
4. Simulation, role playing, and modeling.
5. The reinforcement of in-service objectives through support systems.
6. Learning and unlearning.
7. Continuing education and the societal future.
8. Training objectives: knowledge, skills and values.
9. Principles of self-directed growth.
10. In-service and individual school policy.
11. Professional education and school improvement.
12. Alternative methods of evaluating in-service education outcomes.
13. Individualizing professional growth.
14. The logistics of staff development: time, delivery, funding, and application.

Requirements:

Students are expected to study assigned reading materials; develop an in-service activity in an area of personal choice; and write a short paper on some aspect of professional growth.

Eligibility:

The course is open to interested teachers and administrators. As a text, the students should read The In-Service Education of Teachers: Trends, Processes and Prescriptions. Boston, Massachusetts: Allyn-Bacon, 1978. One additional volume should be on library reserve: Staff Development, 82nd Yearbook, The National Society for the Study of Education, 1983, The University of Chicago Press, Chicago, Illinois.