GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUC 851
Research on Teacher Education
Fall 2010
Wednesdays, 4:30-7:10, Science and Technology II (STII) 228

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Course Description: This course explores the history and development of the search for effectiveness in the preparation of preservice teachers and the continuing professional development of practicing teachers. This will be done by thoroughly examining the substance and gaps in the study of the education of educators by exploring questions pertinent to the field, including the following: What are the phases in the history of teacher education? How do we establish an agenda for research? What do we know about who should teach? How do teachers learn? What do we know about the content of teacher education programs? What should be the content of teacher education programs? Where should we educate teachers? What is the merit and worth of teacher education programs?

<u>**Course Objectives**</u>:

Upon completion of this course, you will:

1. trace the history of research on teacher education.
2. compare and contrast the multiple perspectives that researchers have brought to the field.
3. summarize the research on teacher demographics, the liberal arts, the professional sequence, diversity and individual differences, and accountability.
4. learn to pose researchable questions to advance this literature both substantively and methodologically.
5. continue to improve your skills as scholars and leaders through writing and effective public speaking.

Relationship of EDUC 851 to the Ph.D. Program

The content of this course is one of the two the foundation courses for the specialization in Teaching and Teacher Education. It explores the history of the research base for teacher education and for the continued study of teacher education and builds a sense of inquiry into the students' repertoire.

Required Course Text:

Cochran-Smith, M., Feiman-Nemser, S., & McIntyre, D.J. (2008). *Handbook of research on teacher education: Enduring questions in change contexts*. New York: Routledge.

Related Readings

Cochran-Smith, M. & Zeichner, K. (2005). *Studying teacher education*. New York: Erlbaum.

Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of teacher education*, *57*(2), 120-138.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: Report of the Committee on Teacher Education for the National Academy of Education.* San Francisco: Jossey-Bass.

Galluzzo, G.R., (May 5, 1999). Will the best and brightest teach? *Education Week*.

Galluzzo, G.R., & Craig, J. (1990). Program evaluation in teacher education, in R. Houston (ed.), *Handbook of research on teacher education*. New York: Macmillan.

Galluzzo, G.R., & Pankratz, R.S. (1990). Five attributes of a teacher education program knowledge base. *Journal of teacher education*, *41*(4), 7-14.

Garet, M., Porter, A., DeSimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*, 915-945.

Good, T. et al. (2006). How well do 1st year teachers teach: Does type of perspective make a difference? *Journal of teacher education*, *57*, 410-430.

Katz, L.G., & Raths, J.D. (1992). Six dilemmas in teacher education. *Journal of teacher education*, *43*(5), 376-385.

Katz, L.G., & Raths, J.D. (1987). Dispositions as goals for teacher education. *Teaching and teacher teacher education*, *1*(2), 301-308.

Kennedy, M.M. (1996). Research genres in teacher education, in F.B. Murray, *The teacher educator's handbook*. San Francisco: Jossey-Bass.

Kennedy, M. M. (2001). Incentives for scholarship in education programs. In W. G. Tierney (ed). *Faculty work in schools of education: Rethinking roles and rewards for the twenty-first century*. Buffalo: State University of New York Press.

Lee, O., & Yarger, S.J. (1996). Modes of inquiry in research on teacher education. In J.S. Sikula, T. Buttery, & E. Guyton. *Handbook of research on teacher education* (2nd ed.). New York: Macmillan.

Schalock H.D., Schalock, M. D., & Ayres, R. (2006). Scaling up research in teacher education: New demands on theories, measurement, and design. *Journal of teacher education, 57*(2), 102-119.

Smith, B.O. (1980). *A design for a school of pedagogy*. Washington, D.C: U.S. Department of Education.

Wilson, S., Floden, R. & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps and recommendations*. Washington, DC: Center for the Study of Teaching and Policy.

Recommended Text:

Publication of the American Psychological Association. 6th ed. (2009).

Additional readings posted on https://gmu.blackboard.com

Some Relevant Websites:

http://www.aera.net/divisions/?id=76 This is the website for Division K of the American Educational Research Association. Division K is devoted to research on Teaching and Teacher Education.
http://ncrtl.msu.edu/default.htm The website for the National Center for Research on Teacher Learning at Michigan State University.
http://www.aacte.org. This is the website for the American Association of Colleges for Teacher Education, the leading professional organization in teacher education.
http://www.ncate.org. The National Council for Accreditation of Teacher Education, the long-standing professional accrediting body for education schools.
http://www.teac.org. The Teacher Education Advisory Council, a rather new accrediting body for education schools.
http://www.ate1.org/pubs/Home.cfm. The homepage for the Association of Teacher Educators.

Supplies

Computer with Internet access and current GMU email account.

CEHD Course Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- **Professional Dispositions**: Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

- **Attendance**: Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

- **Tardiness**: Prompt arrival for the beginning of class is expected.

- **Participation**: Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

- **Absence**: If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

- **Assignments**: All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.

- **University Honor Code**: Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- **Students with disabilities** who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

- **Computing Use**: Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Course Delivery

This course is a doctoral seminar. As such, it is expected that you will read in advance of class and continue to try to find the bigger picture as you learn to sort through the findings of one study or perspective to the next. In addition to classroom attendance and participation, I expect you to participate fully in whole class and small group discussions, group, pair, and individual projects, internet research, analyses of case studies, and reflections on practice. I will use Mason's web-accessible Blackboard course framework periodically throughout the course; many of the examples are posted there for you to read in advance of our discussions.

Course Assignment

There is only one assignment: a well-integrated research proposal (see Task #3 below). In this paper, I want you to identify a researchable problem in your area of study, e.g. the preparation of teachers in your area (science, media and technology, special education, diverse classrooms, etc.) and to prepare a

literature review of the relevant and related *research* that would serve as a proposal to conduct a study. You are not expected to conduct the study, just to gain some deeper understanding of your area as it relates to the study of teacher education and to identify the next best research question.
NB: Two of the citations must be dissertations. In this way, you will see some models of other dissertations so you can get a sense of what goes into preparing your own.

The format for the entire paper is:
- The nature of the problem/purpose of the study
- What others who have studied this problem have found
- A description of the next study you think should be conducted
- A description of how you would conduct it
- A brief discussion of why this study has educational significance

See the rubric below for how I will be reviewing these papers.

As you review each study, answer these questions:
- What was the purpose of the study?
- Who were the subjects/participants studied? How many?
- What methods did the researcher(s) use to conduct the study?
- What did the researcher(s) find?
- What conclusion(s) did the researcher(s) draw?

I'm using these two formats to help you with your writing as you proceed toward your dissertation. So often the findings from studies are affected by the nature of the first four bullets above. I'm having you "track" these because they are essential to determining whether a study is worth citation in your work. You will present your papers to your peers in conference poster format on *12/8*.

Three Tasks

These three tasks are intended to encourage you to think about your perspective and skill as a beginning researcher. The first two build to the third one and should provide you with opportunities to engage with me in how to identify a problem, discern relevant and related previous research, and eventually to practice crafting a research proposal. There is only one grade and it is for the final paper.

Task #1: For this first assignment, I would like you to give me a *statement of the problem* about which you want to know more. It must be a problem that focuses on the education of teachers in any of its various forms. I don't expect you to break new ground, but I do expect you to be grounded in extant literature. **Due date: 10/13**

Task #2: For this second assignment, I would like an *annotated bibliography* of the studies you are considering for your final paper. I ask for this so I can see what you're considering so that I can then provide additional resources. (Refer to APA guidelines for correct formatting of citations.) About five sentences characterizing the essence of the study should accompany each citation. **Due date: 11/17**

Task #3: *A proposal for a study of teacher education*. A well-integrated review of the literature in support of a researchable problem. The real goal of this task is to give you a chance to go beyond

writing another paper, and to get you closer to the actual task of identifying a good problem and writing up the literature to make your case for conducting the study (practice at learning how to ask a good researchable question). **Due date: 12/15**

Tentative Schedule

Class #	Date	Topic	Readings (for next class meeting)	Assignment due
1	9/1	Introductions & syllabus Why are we here?	pp. 5-44 and 105-121	
2	9/8	What is the purpose of teacher education?	pp. 1009-1093	
3	9/15	How can we gain a better understanding of teacher education?	pp. 1094-1193	
4	9/22	How does/can empirical research inform teacher education?	pp. 399-489	
5	9/29	Who are the teachers?	pp. 493-545	
6	10/6	What do we know about who should teach?	pp. 697-755 and 787-807	
7	10/13	How do teachers learn?	pp. 756-783 and 808-846	Task #1
8	10/20	How do teachers learn?	pp. 551-582 and 639-691	
9	10/27	What role(s) does diversity play in teacher education?	pp. 583-636	
10	11/3	What role(s) does diversity play in teacher education?	pp. 127-200	
11	11/10	What do we know about the content of teacher education programs?	pp. 203-257	
12	11/17	What should be the content of teacher education programs?	pp. 263-329 and 333-393	Task #2
	11/24	*Happy Thanksgiving!*		
13	12/1	Where should we educate teachers?	pp. 1199-1203; 1247-1271; 1313-1328	
14	12/8	What is the merit and worth of teacher education programs?		
15	12/15	Where should we go from here? (Poster presentation of proposals)		Task #3 (final paper)

Rubric for Judging Research on Teacher Education Proposals

	Accomplished	*Basic*	*Unsatisfactory*
The problem/research question	The problem is clearly stated and its significance to the field is discussed.	The problem is clearly stated, but the significance is neither discussed nor does it place the problem in the context of the literature.	The problem statement is a collection of global assertions and its significance is neither discussed nor related to the problem.
The literature review	The literature review is well-integrated with the logic within each set of studies tight and the transitions from one set of studies to another drawn clearly.	The literature review is "reportorial" (i.e., a mechanical listing and description of each study), but unable to create a coherent "whole" that is tightly supportive of the problem/question.	The literature review is vague with global citations that don't describe the studies with enough clarity for the reader to see the argument for the study build from one study to the next.
The proposed subjects	The subjects are consistent with previous research and are appropriate for the problem under study. If the subjects represent a new group, the rationale for their inclusion is clearly made.	The subjects are somewhat consistent with previous research and/or are somewhat appropriate for the problem under study. If the subjects represent a new group, the rationale for their inclusion is only somewhat clear.	The subjects are inconsistent with previous research or no explanations are offered for studying a different set of subjects.
The proposed methods	The methods are consistent with previous research and are appropriate for the problem under study, or, if the methods introduce a new strategy, the rationale is made clear.	The methods are somewhat consistent with previous research and/or are somewhat appropriate for the problem under study. If the methods introduce a new strategy, the rationale is only somewhat clear.	The methods are inconsistent with previous research or no rationale is offered for introducing a new strategy.