GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUC 851
Research on Teacher Education, 3 credits
Fall, 2015
Wednesdays, 4:30-7:10, Thompson Hall 1018

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Course Description: EDUC 851, Research on Teacher Education, is a face-to-face course in which candidates explore the history and development of the search for effectiveness in the preparation of preservice teachers and the continuing professional development of practicing teachers. Candidates will examine the substance and gaps in the study of the education of educators.

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

Upon completion of this course, the students will:
- trace the history of research on teacher education,
- compare and contrast the multiple perspectives that researchers have brought to the field,
- summarize the research on teacher demographics, the liberal arts, the professional sequence, diversity and individual differences, and accountability,
- learn to pose researchable questions to advance this literature both substantively and methodologically, and
- continue to improve writing skills as doctoral students.

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.

Course Readings:

Assigned readings are found in Blackboard. The course calendar includes specific titles and due dates for each reading. You can access Blackboard through the following URL:
https://mymasonportal.gmu.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_66_1

Related Readings (additional ancillary readings found in the Course Content Tab in Blackboard)

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*. Bethesda, MD: Editorial Projects in Education.

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

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 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.

Sykes, G, Bird, T., & Kennedy, M. (2010). Teacher education: Its problems and some prospects. *Journal of Teacher Education*, 61(5), 464-476, doi: 10.1177/0022487110375804

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.

<u>Recommended Text</u>:

<u>Publication of the American Psychological Association</u>. 6th ed. (2009).

<u>Some Relevant Websites (additional web links found in Blackboard)</u>:

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://caepnet.org/. The Council for the Accreditation of Teacher Education, the newly formed professional accrediting body formed out of a merger of NCATE and TEAC
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 relatively new accrediting body for education schools.

<u>Supplies</u>

Computer with Internet access and current GMU email account.

Expectations and Policies for Students

- **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.

- **Email**: Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through Mason email accounts.

- **Distractions**: Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- **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 submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with me.

- **Computing**: Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- **Dispositions**: Students are expected to exhibit professional behaviors and dispositions at all times.

Dispositions

Students are expected to exhibit professional behavior and dispositions.
See http://cehd.gmu.edu/teacher/professional-disposition for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning

- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

Commitment to being a member of a learning community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to democratic values and social justice

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

Please note that:

o "Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."

(from Mason Honor Code online at http://academicintegrity.gmu.edu/honorcode/

o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.

o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.

o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

Campus Resources

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

- For additional information on George Mason University's religious holiday calendar, please visit the website, http://ulife.gmu.edu/calendar/religious-holiday-calendar/

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert

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 Assignments

1. **Group Presentation (35%).** In this assignment, you will team with one or two course-mates and me to plan and co-teach a specific topic related to the course.. You will present your findings (from assigned readings and other related resources) and related activities to the rest of the class on

your group's designated day (approximately 60-90 minutes). Upon completion of your presentation, you will complete the brief self-group assessment found on our course website in Blackboard. We will organize groups and presentation dates in class based on the following table.

Topic	Presentation Date
1. Research Genres and Paradigms in Teacher Education	September 23, 2015
2. Teaching and Teacher Research	October 14, 2014
3. Where Should We Educate Teachers?	November 11, 2015
4. Innovations in Teacher Education	December 2, 2015

2. **Research Proposal (65%).** This assignment will ultimately take the form of a well-integrated research proposal modeled in part on The American Educational Research Association's conference proposal format (see Task #4). Completion of this proposal is divided into four related tasks (see below for details). In the final paper, you will 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 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, rather use the assignment to gain some deeper understanding of your area of interest as it relates to the study of teacher education, and discern next best research question(s).

Note: Two citations you use in your proposal must be dissertations. In this way, you will see some models of others' work to gain 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 (Objectives and Purposes)
- What others who have studied this problem have found (Framework and Literature Review)
- A description of the next study you think should be conducted (Research Question(s))
- A description of how you would conduct it (Modes of Inquiry/Methods)
- A brief discussion of why this study has educational significance (Implications)

See the rubric below for how I will be reviewing the paper and supporting tasks.

As you review extant literature, consider these questions (specifically for Task #2):
- What was the purpose of the study?
- What framework was used? Was this relevant to 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 use this format 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. I would like you to present your near-final proposals to your peers on *12/09/2014.*

Four Tasks

These four 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.

Task #1–20%: For this first assignment, I would like you to develop 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 do not expect you to break new ground, but do expect you to be grounded in extant literature. **Due date: 10/28**

Task #2–15%: 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 scholarship you are considering and can then provide additional resources. *Please use the following format: Author (last name first). (date). Title. Publication information, e.g. journal with volume and number; or for a book location and publisher; or URL and date retrieved*. Then include a summary characterizing the essence of the reference including: statement of the problem, context, framework, research design, findings and implications. Refer to APA guidelines as needed. **Due date: 11/18**

Task #3–20%: ***A proposal for a study of teacher education***. Developing a well-integrated review of the literature in support of a researchable problem is the goal for Task #3. The objective of this task, therefore, is 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). Additionally, as part of this task, you are asked to share your paper with your course-mates orally in class. **Due date: 12/16**

Task #4-10%: AERA or similarly esteemed conference presentation submission simulation. This task will be an addendum to your paper. Specifically, you will review the AERA (or similarly esteemed education-related conference) submission requirements, Divisions and Special Interest Groups (SIGs). In a brief addendum to your proposal, identify the Division or SIG in which you think your proposal best fits. Provide a paragraph-length rationale based on the "call" and/or mission of the Division or SIG. **Due date: 12/16**

Tentative Schedule

September	*Topics/Readings/Assignments*

September

2   **Introductions, syllabus, background for the course**
Levine Teacher Education Report, pp. 5-34 (on Blackboard)
Transformations in Educator Preparation (on Blackboard)

9   **Strand I: Context and Phases in the History of Teacher Education**
Towers, Twenty-Five Years after the Coleman Report: What Should We have Learned? (on Blackboard)
Planning meeting with Group 1

16   **Strand I: Context and Phases in the History of Teacher Education**
From Role Players to Partners Draft (on Blackboard)
NCTQ Report (on Blackboard)
U.S. DOE Proposed Regulations
CAEP Standards

23   **Strand II: Genres and Paradigms in Teacher Education**
Group 1 Presentation
Kennedy et al Research Genres (on Blackboard)
Sleeter, Toward Teacher Education Research That Informs Policy (on Blackboard)

30   **Strand II: Genres and Paradigms in Teacher Education**
Levine, pp. 55-60
Gutierrez and Penuel: Relevance as a Criterion for Rigor (on Blackboard)
Preparing Teachers: Building Evidence for Sound Policy (on Blackboard)

October

7   **Strand II: Genres and Paradigms in Teacher Education**
Ladson Billings: CRP (on Blackboard)
Paris: Culturally Sustaining Pedagogy (on Blackboard)
Planning Meeting with Group 2

14   **Strand II: Genres and Paradigms in Teacher Education**
TE Tensions Graphic Article
Critical Friends in class review for Task 1

21   **Strand III: Teaching and Teacher Research**
Group 2 Presentation
Will the Best and the Brightest Teach? (on Blackboard)
Met Life Survey (on Blackboard)
IES: To Teach or Not to Teach (on Blackboard)

28   **Strand III: Teaching and Teacher Research**
Lessons Learned: New Teachers Talk about their Job (on Blackboard)
African American Male Teachers (on Blackboard)
Teaching as a Second Career (on Blackboard)
Planning Meeting with Group 3

Task #1 due

November

4   **Strand III: Teaching and Teacher Research**
         Improving Impact Studies on Teacher Professional Development (on Blackboard)
         Feiman-Nemser: From Preparation to Practice (on Blackboard)
         From Coherence in Theory to Coherence in Practice (on Blackboard)
         Delpit The Silenced Dialogue(on Blackboard)
         Darling-Hammond Clinical Practice (on Blackboard)

11   **Strand IV: Where Should We Educate Teachers?**
         Group 3 Presentation
         Levine, pp. 45-53 (on Blackboard)
         What can ed. schools do well? (on Blackboard)
         Critical Friends Review for Task 2
         Planning Meeting with Group 4

18   **Strand IV: Where Should We Educate Teachers?**
         Levine, pp. 35-44 (on Blackboard)
         Galluzzo and Pankratz (on Blackboard)
         Task #2 due

25   No Class: Thanksgiving Recess

December

 2   **Strand V: Innovations in Teacher Education**
         Group 4 Presentation
         Teacher Education: Its Problems and Some Prospects (on Blackboard)
         Goodlad's Postulates (on Blackboard)
         Teacher U (on Blackboard)

9   Proposal Presentations

16   ***No Formal Class Meeting***
         Final paper due (Tasks 3 & 4)

Rubric for Evaluating 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 in context to the field in both specific and more general terms	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 (including at least two dissertations). The logic within each set of studies is cogent, tight and the transitions from one set of studies to another is clearly drawn	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 do not describe the studies with enough clarity for the reader to see the argument for the study. The scholarship descriptions do not build from one study to the next
The proposed subjects	The proposed subjects are consistent with previous research and are appropriate for the problem under study, or if the subjects represent a new group, the rationale for their inclusion is clearly made.	The subjects are consistent with previous research and are appropriate for the problem under study.	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 clearly made.	The methods are consistent with previous research and are appropriate for the problem under study.	The methods are inconsistent with previous research or no rational is offered for introducing a new strategy.