



George Mason University
College of Education & Human Development/Graduate School of Education
PhD in Education Program/Teaching and Teacher Education Specialization

EDUC 850 (Section 001), “The Study of Teaching”/Spring 2019 (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Professor
Office hours: Mon/Tues, 3:00-4:15; by appointment, via phone, or via Skype or Google Hangout
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Course Description

Explores the history and development of the search for teaching effectiveness. The course will trace the various definitions of effectiveness and the methods created to assess effectiveness.

Recommended Prerequisite: [EDRS 810](#).

Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers, teacher educators, and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one that you remember, and that you will care passionately about the work we do. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we will experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, “real world” members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years’ experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role, as we consider others’ and our own teaching.

Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children, youths, and pre-service and in-service teachers, so I am confident that I will be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others’ assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I work on books about

youths' perspectives on school, on early career teachers' use of teacher research, and on general teaching methods.

Class Meetings and Course Overview

Mondays, 4:30-7:10 pm/Thompson L003 (Google Classroom Code: 8ik6cd)

Our class will meet using a variety of structures. When we gather on campus we will meet in Thompson L003. We will gather as a whole class for most sessions, in occasional 1:1 conferences, and in professional contexts of your choosing to engage in a practice-based clinical experience related to teaching three times across the semester. We may also work in small groups to provide you with opportunities to facilitate and engage in self-directed professional conversations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework and professional experiences. The course requires you to conceptualize and design an original research project related to teaching and your current/future professional contexts. The course also calls on you to engage in a practice-based clinical experience related to teaching in such a context—and to use self-, peer-, and relevant professional criteria and assessment methods to study your teaching practices. Finally, you will have multiple opportunities to facilitate teaching episodes in our class, to aid you in developing your pedagogical skills.

Only if we attempt to live these teaching and research processes in this course will you be able to use them eventually in your own professional settings. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, a teacher, a scholar, and an advocate. Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. Through our readings, teaching episodes in our course and in a professional context of your choosing, we will explore research methodologies, analyses of the history and impact of research on teaching, and the efforts of other researchers. Our readings and discussions will help you develop your own rationale and “road map” for your projects. We will dig into readings together, write often and share our writings with one another, and support each other in our professional, pedagogical, and research goals.

Course Delivery

This course is a doctoral seminar. As such, it is expected that you will read in advance of class and work to consider the bigger picture as you learn to sort through the findings of the texts and resources we encounter. 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; reflections on practice; teaching and co-teaching opportunities in our class and in a professional context of your choosing, and examinations of these teaching episodes; and the crafting of a research proposal addressing a teaching effectiveness issue. I will use Google Classroom throughout the course; materials will be posted there for you to read in advance of our discussions. Your GMU email address is required for communication with me and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

In general, we will engage in four activities during our time together:

- 1) discussions of the week's readings led by the instructor and course participants
- 2) teaching and co-teaching activities led by course participants, including in contexts outside of our classroom
- 3) individual conferences with the instructor to discuss course activities
- 4) peer discussions and peer reviews of course products in which students concentrate on selected readings, provide feedback on and support for each other's writing and research processes

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

Course Outcomes and Objectives

Upon completion of this course, the students will:

1. trace the history of research on teaching;
2. compare and contrast the multiple perspectives that researchers have brought to the field;
3. identify relevant theoretical frameworks for use in research on teaching;
4. learn to pose researchable questions to advance this literature both substantively and methodologically;
5. continue to improve your writing skills as doctoral students.

Relationship of EDUC 850 to the Ph.D. Program

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

Required Texts and Materials

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. Teachers College Press. ISBN 978-0807754467

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge. ISBN 978-0415476188

Michie, G. (2012). *We don't need another hero: Struggle, hope, and possibility in the age of high-stakes schooling*. New York: Teachers College Press.

Notes: 1) You will also need to purchase a one-semester GoReact license (a video coding platform) and enroll in our course; 2) Other course readings will be provided electronically; 3) We will collectively choose 3-4 of the readings listed in the schedule below on which to focus.

Recommended Texts

American Psychological Association (2009). *Publication manual* (6th ed.). Washington, DC: American Psychological Association.

Note: APA guidelines are available online at <http://owl.english.purdue.edu/owl/resource/560/01/>

General Websites

The website for American Educational Research Association, Division K, which is devoted to research on Teaching and Teacher Education:

<http://www.aera.net/AboutAERA/MemberConstituents/Divisions/TeachingTeacherEducationK/tabid/11141/Default.aspx>

The Center for the Study of Teaching and Policy: <http://www.depts.washington.edu/ctpmail/>

Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org>

Course Requirements

General

All assignments should be turned in via Google Classroom on the due date indicated in the schedule below. The submission deadline for assignments is Monday midnight (US eastern standard time) each week. All projects must be typed, in 12-point font, with one-inch margins, double-spaced, in Times New Roman font, and follow APA guidelines. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Note: Please submit ALL assignments as Google Documents so that I can provide you feedback and so that they can be shared with peers for their feedback, too. Please title each assignment with your last name, the name of the project/assignment, and the date you are submitting it (e.g., Smith_Literature_Review_Draft_9-1-12).

Attendance, Participation, and Warm-Up Discussion (20 points)

Students are expected to attend *all* class periods of courses for which they register. Class participation—both in online and face-to-face settings—is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departures as de facto evidence of non-participation and as a result lower a course grade. Participants are expected to read the assigned materials, arrive promptly, attend all class meetings for the entire session, and participate in online and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings; I suggest that you keep a reading log that includes both notes on and reactions to each reading.

If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it's best to do so via my email or my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. Demonstration of positive and collaborative professional dispositions toward colleagues during small group interactions and peer reviews, along with a willingness to accept constructive criticism, is a course expectation.

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. It is your responsibility to share and respond with insights, questions, comments, concerns, and artifacts from the readings and your teaching and research experiences. Absences and tardies—in both online and campus class sessions—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. Please turn off all mobile phones, computers, and pagers when you participate in our class.

Finally, as part of our focus on scaffolding you into the teaching/instructional role that you might eventually play once you've earned your PhD, each student in this course will be expected to consider the TeachingWorks “High Leverage Practices” and facilitate an opening 20-minute discussion for one class session. Consider the “big ideas” and guiding questions for the day you select/are assigned, and utilize an alternative text—not one of the class readings—to bridge us into the day's material. Take pedagogical risks and dare to share some part of yourself with this activity. You will also videotape yourself leading this discussion and upload this to GoReact, so that one of your peers (the next warm-up discussion facilitator) and Dr. Zenkov can offer you feedback.

Teaching Case Presentation (10 points)

As the second stage of scaffolding you into the teaching/instructional role you might eventually play once you've earned your PhD, you will each prepare and share a “Teaching Case” for one session of our class. The teaching case will consist of two readings—one of the scholarly articles/chapters from our class for that day and a genre other than a scholarly article/chapter that you choose, which also must address the guiding questions for that class session. You will then engage us an activity relevant to these guiding questions and to your perspective on teaching and address teaching in a professional context in which you imagine you might work in the future. You must prepare and facilitate a maximum 10” activity that is relevant to this context and at least one of the day's guiding questions; this pedagogical strategy should be rooted in research and be assessable via criteria that you share with us. You must also choose a specific discussion facilitation method, share this, and use it to lead us in an approximately 45-minute conversation about the text you've chosen and the guiding questions we are considering. Finally, in a maximum two-page document, you must provide us with a summary of the text you've asked us to read, the activity you've implemented, the evaluation criteria and research on this pedagogical strategy, and the discussion facilitation method you've used in our class. You will also videotape yourself leading the maximum 10” activity and upload this video to GoReact, so that you, one of your peers (the next Teaching Case presenter), and Dr. Zenkov can offer you feedback.

Practice-Based Clinical Experience Plan, Project, and Practitioner Research Reflections/Report (20 points)

As the third and final stage of scaffolding you into the teaching/instructional role you might eventually play once you've earned your PhD, with assistance from Dr. Zenkov you will identify a professional setting in which you imagine you might work in the future and in which you would be expected to serve in an instructional capacity. You will then collaborate with an individual currently working in this setting/role as your mentor. Over the course of our semester you will complete a three-session, scaffolded, practice-based clinical experience in this context, moving from an observational role to an instructional one. With input from your mentor, you would also identify a practitioner inquiry question to consider while you are teaching and gather data on your teaching efforts. You might co-teach during the first two sessions, but you would be expected to play the lead instructor role for a portion of the third session, when you would also videotape yourself for self-reflection and mentor, peer, and instructor feedback using GoReact. Your self-reflection must also involve your consideration of teaching criteria relevant to this context and result in an abbreviated practitioner research report. *Note: This project must have an explicit focus on your own teaching and your study of your own pedagogical practices.*

Draft and Revised Introduction/Statement of Problem, Literature Review, and Methodology (15 points)

You will submit draft and revised introduction, literature review, and methodology sections of your research proposal, as listed in the schedule below. I will provide feedback on your drafts and we will engage in a peer review process in (or following) class with your revised sections.

These draft/revised sections are intended to encourage you to think about your perspective, interests, and skills as a beginning researcher. *Note: This project must have an explicit focus on others' teaching and learning and your study of others' pedagogical or schooling practices.*

- Introduction/Statement of Problem: Craft a statement of the problem about which you want to know more. It must be a problem that focuses on the *study of teaching* in any of its various forms. You are not expected to break new ground, but your problem must be grounded in the extant literature. You should also identify possible search terms to use as you look for literature.
- Review of the Literature: Craft a review of the literature that considers at least ten sources—at least seven peer-reviewed journal articles from the last ten years, two dissertations, and one alternative source. Use the Academic Research Article Review Chart (in Appendix C) and Literature Synthesis Chart (Appendix D) to complete your analyses of three articles. The literature review should address the relevant themes in the research resources you considered, and should also lead the reader to the methodology section that will follow. Be sure to follow APA 6 guidelines for the reference format.
- Methodology: Craft a methodology section that describes the details and steps of your study in sufficient detail that a reader could reasonably replicate your study. Be sure to include key instruments, a timeline, and a matrix of your question(s) and data sources.

Research Proposal (30 points)

Reminder Note: This project must have an explicit focus on others' teaching and learning and your study of others' pedagogical or schooling practices. The primary course product for our class is a well-integrated research proposal. 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. You will have intermediate assignments (draft/revised introduction/statement of problem, literature review, and methodology sections) intended to prepare you for writing the proposal. In your research proposal you should identify a researchable problem in your area of study (e.g., content area teaching, media and technology, diverse classrooms, etc.) and prepare an introduction, a literature review of the relevant research, and a methodology to conduct your study. You are not expected to conduct the study during this course.

The proposal must include the following sections, preceded by an abstract of 100-150 words:

- I. Introduction/Statement of the Problem: The nature of the problem/purpose of the study
- II. Literature Review: What others who have studied this problem have found
- III. Methods: A description of the next study you think should be conducted, how you would conduct it, and why this study has educational significance

Notes: Two of the citations must be dissertations, to enable you to see models of other dissertations and get a sense of what goes into preparing your own. See the rubric in Appendix B for how I will be reviewing these papers.

Clinical Experience/Research Proposal/Professional Experiences Presentation (5 points)

During our last class session you will make a maximum 10-minute presentation through which you will share highlights of your practice-based clinical experience, your research proposal, and your professional experiences (see Appendix A) from the semester.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible

Grading Scale

A = 95-100%	B = 83-86%	F = Below 70%
A- = 90-94%	B- = 80-82%	
B+ = 87-89%	C = 70-79%	

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

Assignments/Possible Points

Attendance, Participation, and Warm-Up Discussion = 20 points

Teaching Case Presentation = 10 points

Practice-Based Clinical Experience Plan, Project, and Practitioner Research Reflections = 20 points

Draft and Revised Introduction/Statement of Research Proposal Problem, Literature Review, and Methodology = 15 points

Research Proposal = 30 points

Clinical Experience/Research Proposal/Professional Experiences Presentation = 5 points

Total = 100 points

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU/CEHD Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

GSE/CEHD Information

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

Appendix A Teaching and Teacher Education (TATE) Specialization Professional Experience Options

Suggested Professional Activities and Program Experiences

The TATE faculty want to support you in the best way possible as you move through your doctoral coursework and work toward meeting your professional goals. We encourage you to get to know the faculty and their lines of research, both in TATE and beyond, as you focus your path toward increasing expertise. Once you have determined your advising committee, you should meet with your advisor and advising committee members to craft a professional plan that complements your coursework experiences and professional goals.

Faculty Resources and Advising

A good place for new PhD students to begin is to familiarize yourself with the TATE (and Mason) faculty. Access faculty websites, vita, publications, research projects, and courses taught – this will help you identify individuals whose research interests and areas of expertise intersect with yours. Make time to meet with faculty and get to know them. As you expand your thinking, this will inform your decision as to who you might ask to serve on your advising committee.

Suggested/Recommended Experiences during your Doctoral Program

Read and review for professional journals

Read professional journals regularly and become familiar with those journals in your area of expertise and specialization. As you gain experience, you might shadow a faculty member who is reviewing articles and ultimately you should volunteer to review for a relevant journal. You might begin with graduate student journals, such as the one here at Mason, and then work your way toward state, regional, and national, etc. publications as you gain experience.

Review conference proposals

Determine important conferences in your field and learn about their timelines and proposal guidelines. As you do gain experience, and many have a graduate student group affiliated with them, you might join faculty on proposals, later moving toward submitting proposals yourself. Another way to gain experience and develop expertise is to volunteer to review proposals, as appropriate. AERA often has new reviewers serve in tandem with experienced reviewers.

Gain Research Experience

Learn what faculty are researching and volunteer to assist with research projects as they become available. Become a GRA when possible. Stay in touch with your advising committee and ask about research opportunities.

Clinical Experiences and Supervision, as appropriate

Identify relevant fieldwork/internship experiences in K-12 schools. Meet with the faculty in charge of these internships and consider observing and then eventually serving as a supervisor. It is always helpful to meet with the lead supervisor or faculty member in charge to learn about these experiences and the supervisor's role

Teaching – undergraduate and graduate level courses

For those who are planning to enter into higher education, there are several learning experiences you should consider to provide you teaching experience at the university level.

- First, you might consider some of the undergraduate courses (300 level). With planning, you would be eligible to teach a section while you are still in doctoral coursework.

- For courses at the graduate level, you should acquaint yourself with pre- and in-service courses and identify relevant courses in your area of expertise that you would like to teach – elementary education, secondary education, specialization courses, in-service courses in ASTL. You should contact the faculty member who is the Program Coordinator to discuss. You might request to observe in one of these classes. A good way to scaffold your experience is to consider co-teaching a course, which might be done as an internship.

School-University Partnerships and Professional Development Schools

- Learn more about school-university partnerships and the nature of clinical experiences. Meet with elementary and secondary faculty members to understand more about this important element in teacher education programs. You might work toward supervising clinical experiences, co-teaching an onsite class, or conducting collaborative research in a school-based setting.
- Work with faculty and fellow students on research and begin to gain experience in writing, editing, publication, proposal writing, grants writing, and other focused scholarly work.

Coursework and Professional Experience Plans

Based on the PhD requirements, the TATE courses, and the professional experience options listed above, propose a plan for when you might take specific courses and when you might complete each professional experience. Think about both your course sequence and your professional experiences as occurring on a developmental continuum. And please feel free to add potential courses and professional experiences that are not listed above, if you believe these might serve you well.

Semester/ Year	<i>Planned</i> Course(s)	<i>Planned</i> Professional Experiences

Appendix B
Rubric for Judging Research on Teaching Proposals

	<i>Accomplished</i>	<i>Basic</i>	<i>Unsatisfactory</i>
Nature of 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
Literature review	The literature review is well-integrated with the logic within each set of studies tight and the transitions from one theme or 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 participants	Participants are consistent with previous research and are appropriate for the problem under study, or if the participants represent a new group, the rationale for their inclusion is clearly made.	Participants are consistent with previous research and are appropriate for the problem under study.	Participants are inconsistent with previous research or no explanations are offered for studying a different set of participants.
The proposed data collection, analysis methods and significance	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. Potential instruments are provided. Significance of proposed study is fully discussed.	The methods are consistent with previous research and are appropriate for the problem under study.	The methods are inconsistent with previous research or no rationale is offered for introducing a new strategy.
Quality of writing	The writing is clear. The logic of the argument flows easily. APA guidelines are closely followed and few errors are evident.	The writing is inconsistent with periodic episodes of clarity and logic. APA guidelines are not closely followed.	The writing lacks a clear and convincing tone. APA guidelines are not closely followed.

Appendix C
Academic Research Article Review

For your EDUC 850 Research Proposal you should identify 10 academic research resources for use in the literature review and to provide ideas for the research methods section. Use the table below to help you create an APA style reference list of your articles and to analyze at three references. As you examine the literature, look for emergent themes—these will be useful for organizing your literature review. Identify these themes after you complete the table. *NOTE: At least two of your final ten references should be dissertations in your field.*

	1	2	3
Article Reference (APA) <i>also create a separate list of your</i>			
Nature of the problem			
Subjects/Participants			
Data Collection Methods <i>(what data did the researchers collect)</i>			
Data Analysis Methods <i>(what did the researchers do to analyze the data)</i>			
Findings of the research <i>(what did the researchers find from their analysis of data)</i>			
Conclusions, recommendations and/or implications for practice			

Appendix D
Literature Synthesis Chart

You are NOT required to use the chart below for all of your resources, but you may find it a useful step as you organize your literature. Use this with three required sources you will share with your draft literature review. Remember that you want your literature review to be a synthesis of the ideas (findings, recommendations), not a summary of the articles. This chart may help you synthesize—pull together similar ideas from different articles to be discussed.

Themes <i>(Headings for lit review)</i>	Reference 1:	Reference 2:	Reference 3:

Details	Topic(s)/Activities	Assignment(s) due	Reading(s) (Note: We will choose 3-4 readings per week on which to focus)
Week 1 Jan 28 th Whole Class	<ul style="list-style-type: none"> • Introductions and community building • Course overview, syllabus, and major course activities 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!
Week 2 Feb 4 th Whole Class	<ul style="list-style-type: none"> • How and why do we evaluate teaching? Is teaching an art or a science or both? • Teaching Case Presentation: Zenkov • Practice-Based Clinical Experience Conferences 	<ul style="list-style-type: none"> • Professional Experiences Plan 	<ul style="list-style-type: none"> • Teaching Case Readings: <i>We Don't Need Another Hero</i>; Zenkov & Pytash, "A solution to teacher educators' existential crisis"; "Are you a truly bad teacher? Here's how to tell" (The Washington Post) • Burton, J.M. (2016). Crossings and displacements: The artist and the teacher, reweaving the future. In D. Gitomer & C. Bell (Eds.), <i>Handbook of Research on Teaching</i>, 917-950. New York: American Educational Research Association. • Dannenberg (2014) - Ten Words to Better Teacher Prep Programs. [Slides with data] • Dynarski, M. (2016, December 8). Teacher observations have been a waste of time and money. Brookings Institute. Retrieved from http://www.brookings.edu • Mann, H. (1989). <i>On the art of teaching</i>. Applewood Books. [Note: Mann wrote book in 1840, this edition was published in 1989] • Tyler, L. (2010, January 27). Measuring Teaching Effectiveness. <i>Education Week</i>, 29(19), 18-19. • Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. <i>New Teacher Project</i>. • White, T. (2014). <i>Adding Eyes/The Rise, Rewards, and Risks of Multi-Rater Teacher Observation Systems. Issue Brief</i>. Carnegie Foundation for the Advancement of Teaching.
Week 3 Feb 11 th Whole Class	<ul style="list-style-type: none"> • What are the foundations of research on teaching? • Teaching Case Presentation: Student #1 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #1 	<ul style="list-style-type: none"> • Teaching Case Readings: To be determined by facilitator • Gage, N. L. (2009). A conception of teaching. Springer Science & Business Media. Chapter 2 only • Harris, D. N., & Rutledge, S. A. (2010). Models and Predictors of Teacher Effectiveness: A Comparison of Research about Teaching and Other Occupations. <i>Teachers College Record</i>, 112(3), 914-960. • Kane, T. J., & Cantrell, S. (2010). Learning about teaching: Initial findings from the measures of effective teaching project. MET Project Research Paper, Bill & Melinda Gates Foundation. • Harris, D. N., & Rutledge, S. A. (2010). Models and Predictors of Teacher Effectiveness- A Comparison of Research about Teaching and Other Occupations. <i>Teachers College Record</i>, 112(3), 914-960.

Details	Topic(s)/Activities	Assignment(s) due	Reading(s) (Note: We will choose 3-4 readings per week on which to focus)
Week 4 Feb 18 th	<ul style="list-style-type: none"> • Can teaching be measured? • Practice-Based Clinical Experiences 	<ul style="list-style-type: none"> • Draft Introduction/ Statement of Problem 	<ul style="list-style-type: none"> • <i>Visible Learning</i>, Chapters 1-3 (pp 1-38) • Berliner, D. C. (2018). Between Scylla and Charybdis: Reflections on and problems associated with the evaluation of teachers in an era of metrification. <i>Education Policy Analysis Archives</i>, 26(54). http://dx.doi.org/10.14507/epaa.26.3820 • Darling-Hammond, L. (2010). <i>Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching</i>. Center for American Progress. • Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. <i>Kappan</i>, 93(6), 8-15. • Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. <i>Teachers College Record</i>, 107(1), 186-213. • National Council on Teacher Quality. (2013). <i>Teacher pre review: A review of the nation's teacher preparation programs</i>. New York: Author. • Olson, J. (1988). Making sense of teaching: Cognition vs. culture. <i>Journal of Curriculum Studies</i>, 20(2), 167-169. • Praetorius, A. K., Pauli, C., Reusser, K., Rakoczy, K., & Klieme, E. (2014). One lesson is all you need_Stability of instructional quality across lessons. <i>Learning and Instruction</i>, 31, 2-12. • Rust, F. (2009). Teacher research and the problem of practice. <i>Teachers College Record</i>, 111(8), 1882-1893.
Week 5 Feb 25 th Whole Class	<ul style="list-style-type: none"> • What methodologies should be use to examine and evaluate teaching? • Teaching Case Presentation: Student #2 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #2 	<ul style="list-style-type: none"> • Teaching Case Readings: To be determined • Bastian, K.C., Lys, D. Pan, Y. A. (2018). A framework for improvement: Analyzing performance-assessment scores for evidence- based teacher preparation program reforms. <i>Journal of Teacher Education</i>, 69(5) 448-462. • Crawford, J., & Impara, J. C. (2001). Critical issues, current trends, and possible futures in quantitative methods. In Virginia Richardson (Ed.) <i>Handbook of Research on Teaching</i>, 4th ed., 133-173. • Education Trust. (2011). <i>Fair to everyone: Building the balanced teacher evaluations that educators and students deserve</i>. Washington, DC: The Educaiton Trust. • Eisenhart, M. (2001). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In Virginia Richardson (Ed.) <i>Handbook of Research on Teaching</i>, 4th ed., 209-225. • Moss, P. & Haertel, E. (2016). Engaging methodological pluralism. In D. Gitomer & C. Bell (Eds.), <i>Handbook of Research on Teaching</i>, 127-247. New York: American Educational Research Association. • Smith, M. L. (2006). Multiple methodology in education research. <i>Handbook of complementary methods in education research</i>, 457-475. • Waddell, J. H., & Marszalek, J. M. (2018). Haberman Star Teacher Interview as a predictor of success in urban teacher preparation. <i>Education Policy Analysis Archives</i>, 26(35). http://dx.doi.org/10.14507/epaa.26.2808 • Wallace, T. L., Kelcey, B., & Ruzek, E. (2016). What Can Student Perception Surveys Tell Us About Teaching: Empirically Testing the Underlying Structure of the Tripod Student Perception Survey. <i>American Educational Research Journal</i>, 53(6).

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Week 6 Mar 4 th Whole Class	<ul style="list-style-type: none"> • What makes a good teacher? What is the "good" in "good teacher"? • Teaching Case Presentation: Student #3 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #3 • Revised Introduction/Statement of Problem 	<ul style="list-style-type: none"> • <i>Visible Learning</i>, Chapter 6 (pp. 108-128) • College Board. (2011). "Student Voices: What Makes a Great Teacher?" • Fonseca-Chacana (2019). Making teacher dispositions explicit_ A participatory approach. <i>Teaching and Teacher Education</i>, 77, 266-276. • Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. <i>Educational Research Review</i>, 12, 59- 76. • Kristof, N. (2012, Jan 21). How Mrs. Grady Transformed Oily Neal - The New York Times. • Naison, M. (2012, January 9). Where is the love? Thoughts on teachers and teaching that educational reformers don't seem to get. <i>LA Progressive</i>. • Stronge, J.H., Ward, T.J., Grant, L.W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness/student achievement. <i>Journal of Teacher Education</i>, 62(4), 339-355. • Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. <i>Review of educational research</i>, 68(2), 202-248. • Wang, L., Lin, E., Spalding, E., Klecka, C., & Odell, S. (2011) Quality teaching and teacher education: A kaleidoscope of notions. <i>Journal of Teacher Education</i>, 62(4) 331-338.
Week 7 Mar 11 th	<ul style="list-style-type: none"> • No Class – Spring Break 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!
Week 8 Mar 18 th Whole Class	<ul style="list-style-type: none"> • What are the curriculum and methods of teacher preparation and assessment? • Teaching Case Presentation: Student #4 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #4 • Draft Literature Review 	<ul style="list-style-type: none"> • Teaching Case Readings: To be determined • <i>Getting Teacher Evaluation</i>, Ch. 1-2 • <i>Visible Learning</i>, Ch. 8 (pp. 129-160) • AFT TPT (2012). <i>Raising the Bar: Aligning and Elevating Teacher Prep and the Profession</i>. American Federation of Teachers. • Cochran-Smith, M., Cannady, M., McEachern, K. P., Viesca, K., Piazza, P., Power, C., & Ryan, A. (2012). Teachers' education and outcomes: Mapping the research terrain. <i>Faculty Publications: Department of Teaching, Learning and Teacher Education</i>. Paper 219. • Cross, S. B., Dunn, A. H., & Dotson, E. K. (2018). The intersections of selves and policies: A poetic inquiry into the hydra of teacher education. <i>Education Policy Analysis Archives</i>, 26(29). http://dx.doi.org/10.14507/epaa.26.2813 • Dunlosky, J., et al. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public Interest</i>, 14(1), 4- 58. • Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). <i>Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance– A Critical Literature Review</i>. Consortium on Chicago School Research. [Read pages 4-16] • Goodlad, J.I. (1994). <i>Educational renewal: Better teachers, better schools</i>. San Francisco: Jossey-Bass. • Rosemary S. Russ, R.S, Sherin, B.L., & Sherin, M.G. (2016). What Constitutes Teacher Learning? <i>Handbook of Research on Teaching</i>, 391-438. New York: American Educational Research Association. • Zenkov, K. (2014). Lying about teachers and their training. In P. Gorski & K. Zenkov (Eds.), <i>The big lies of education reform</i> (pp. 79-92). New York: Routledge.

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Week 9 Mar 25 th Whole Class	<ul style="list-style-type: none"> What do teachers DO? What are the behaviors of "good" teachers? 	<ul style="list-style-type: none"> Teaching Case Presentation #5 Professional Experience Plan Check-In Practice-Based Clinical Experiences Check-In 	<ul style="list-style-type: none"> <i>Getting Teacher Evaluation</i>, Ch. 3 <i>Visible Learning</i>, Ch. 9-10 (pp. 161-236) Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. <i>Review of Educational Research</i>, 77(1), 113-143. Dweck, C. S. (2007). The perils and promises of praise. <i>Educational Leadership</i>, 65(2), 34-39. Farbman, D. A. (2010). Tracking an emerging movement: A report on expanded-time schools in America. <i>The Education Digest</i>, 75(6), 17. Kaplan, C., & Chan, R. (2012). Time Well Spent/ Eight Powerful Practices of Successful, Expanded-Time Schools. National Center on Time & Learning. [Read pages 4-15 for class.] Pianta, R.C. (2011). Getting traction on enhancing teachers' impacts on student learning. <i>Teachers College Record</i>. Silva, E. (2007). On the clock: Rethinking the way schools use time. Washington, DC: Education Sector. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i>, 24(1), 80-91.
Week 10 Apr 1 st Whole Class	<ul style="list-style-type: none"> What decisions do teachers make? What decisions to "good" teachers make? What are "good" teachers aware of? Practice-Based Clinical Experiences 	<ul style="list-style-type: none"> Revised Literature Review 	<ul style="list-style-type: none"> Barr, R. (1988). Conditions influencing content taught in nine fourth-grade mathematics classrooms. <i>The Elementary School Journal</i>, 88(4), 387-411. Cantrell, S., & Kane, T. J. (2013). <i>Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study</i>. MET Project Research Paper Fairbanks, C., Duffy, G.G., Faircloth, B.S., He, Y., Levin, B., Rohr, J., & Stein, C. (2010). Beyond knowledge: Exploring why some teachers are more thoughtfully adaptive than others. <i>Journal of Teacher Education</i>, 61(1-2) 161-171 Fang, Z. (1996). A review of research on teacher beliefs and practices. <i>Educational Research</i>, 38(1), 47-65. Kyriakides, L., Christoforou, C., & Charalambous, C.Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. <i>Teaching and Teacher Education</i>, 36, 143- 152. Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. <i>Review of Educational Research</i>, 51(4), 455-498. Sheppard, M., & Levy, S.A. (2019). Emotions and teacher decision-making: An analysis of social studies teachers' perspectives. <i>Teaching and Teacher Education</i>, 77, 193-203. Stuhlman, M. W., Hamre, B. K., Downer, J. T., & Pianta, R. C. (2010). A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems.

Details	Topic(s)/Activities	Assignment(s) due	Reading(s) (Note: We will choose 3-4 readings per week on which to focus)
Week 11 Apr 8 th Whole Class	<ul style="list-style-type: none"> • What content do teachers need to know? What content do teacher need to know to be "good" teachers? • Teaching Case Presentation: Student #5 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #6 • Draft Methodology 	<ul style="list-style-type: none"> • Teaching Case Readings: To be determined • <i>Getting Teacher Evaluation</i>, Ch. 6 • Ball, D.L, Thames, M.H., & Phelps, G. (2008). Content knowledge for teaching: What makes It special? <i>Journal of Teacher Education</i>, 59(5), 389-407. • McDonald, M. Kazemi, E., Kelley-Petersen, M., Mikolasy, K., Thompson, J. Valencia, S., & Windschitl, M. (2014) Practice makes practice: Learning to teach in teacher education. <i>Peabody Journal of Education</i>, 89:4, 500-515, DOI: 10.1080/0161956X.2014.938997 • Porter, A. C. (2002). Measuring the content of instruction: Uses in research and practice. <i>Educational researcher</i>, 31(7), 3-14. • Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i>, 15(2), 4-14. • Wilson, S. M., Shulman, L. S., & Richert, A. E. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In James Calderhead, J. (Ed.). <i>Exploring teachers' thinking</i>. London: Cassell. • Note: Students will also select from seven subject-specific Handbook of Research on Teaching chapters
Week 12 Apr 15 th Whole Class	<ul style="list-style-type: none"> • What effects do teachers have on students? What effects do teachers have on students' learning? • Teaching Case Presentation: Student #6 	<ul style="list-style-type: none"> • Teaching Case Presentation: Student #7 	<ul style="list-style-type: none"> • Teaching Case Readings: To be determined • <i>Visible Learning</i>, Ch. 4 (pp. 39-60) • Barone, C. (2009). Are We There Yet? What Policymakers Can Learn from Tennessee's Growth Model. Education Sector Technical Reports. Education Sector. • Chetty, R., Friedman, J., & Rockoff, J. (2014). Discussion of the American Statistical Association's Statement (2014) on using Value-Added Models for educational assessment. <i>Statistics and Public Policy</i>, 1(1), 111-113. • Corcoran, S., & Goldhaber, D. (2013). Value added and its uses: Where you stand depends on where you sit. <i>Education</i>, 8(3), 418-434. • Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art – teacher effectiveness and professional learning. <i>School Effectiveness and School Improvement</i>, 25(2), 231-256. • Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center.

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Week 13 Apr 22 nd Whole Class	<ul style="list-style-type: none"> •What will be the next paradigm of teacher evaluation? •Teaching Lens Presentation: Student #7 	<ul style="list-style-type: none"> •Teaching Case Presentation: Student #8 •Revised Methodology •Practice-Based Clinical Experiences Check-In and Draft Report 	<ul style="list-style-type: none"> •Teaching Case Readings: To be determined •<i>Getting Teacher Evaluation</i>, Ch. 5 •American Statistical Association. (2014). ASA statement on using value-added models for educational assessment. Alexandria, VA. •Ellis, V. & Childs, A. Innovation in teacher education: Collective creativity in the development of a teacher education internship. <i>Teaching and Teacher Education</i>, 77, 277-286. •Hamre, B., Pianta, R.C., Downer, J.T., DeCoster, J., & Mashburn, A. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. <i>The Elementary School Journal</i>, 113(4), 461-487. •Kane, T. J., & Staiger, D. O. (2012). Gathering Feedback for Teaching/Combining High-Quality Observations with Student Surveys and Achievement Gains. Research Paper. MET Project. Bill & Melinda Gates Foundation. •Kosnik, C., Menna, L., Dharamshi, P., & Miyata, C. (2017) So how do you teach literacy in teacher education. Literacy_English teacher educators' goals and pedagogies. <i>Australian Journal of Language and Literacy</i>, 40(1), 59-71. •Paine, L., Blömeke, S., Avdarova, O. (2016). Teachers and teaching in the context of globalization. In D. Gitomer & C. Bell (Eds.), <i>Handbook of Research on Teaching</i>, 717-786. New York: American Educational Research Association. •Pivovarova, M., Amrein-Beardsley, A., & Broatch, J. (2016). Value- Added Models (VAMs)/ Caveat Emptor. <i>Statistics and Public Policy</i>, 3(1), 1-9. •Sykes, G. & Wilson, S.M. (2016). Can policy (re)form instruction?. In D. Gitomer & C. Bell (Eds.), <i>Handbook of Research on Teaching</i>, 851-916. New York: American Educational Research Association. •The New Teacher Project. (2013). Fixing Classroom Observations.
Week 14 Apr 29 th	<ul style="list-style-type: none"> •Practice-Based Clinical Experiences •What new teaching hypotheses and research do we need? 	<ul style="list-style-type: none"> •Draft Presentation 	<ul style="list-style-type: none"> •<i>Visible Learning</i>, Ch. 11 (pp. 237-261) •<i>Getting Teacher Evaluation</i>, Ch. 7-8 •Depaepe, F. & Konig, J. (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. <i>Teaching and Teacher Education</i>, 69, 177-190 •Dyches, J. & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge. <i>Journal of Teacher Education</i>, 68(5), 476-490 •Gargani, J., & Strong, M. (2014). Can we identify a successful teacher better, faster, and cheaper? Evidence for innovating teacher observation systems. <i>Journal of Teacher Education</i>, 65(5), 389-401. •Ripley, A. (2012). Why kids should grade teachers. <i>The Atlantic</i>. Retrieved from http://theatlantic.com. •Seidel, T., & Shavelson, R. J. (2007). Teaching effectiveness research in the past decade: The role of theory and research design in disentangling meta-analysis results. <i>Review of Educational Research</i>, 77(4), 454-499.
Week 15 May 6 th Whole Class	<ul style="list-style-type: none"> •Presentations •Course evaluations 	<ul style="list-style-type: none"> •Research Proposal and Professional Experiences Presentations 	<ul style="list-style-type: none"> •Note: Final research projects, presentations, and clinical experience report due to Blackboard/Tk20 by Weds, May 8th

