

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDUC 797 Section N03
Working in Schools: Spanning Boundaries/Expanding Roles
3 credits/Summer 2015 (May 18-June 19)
4:30-7:10/MWF
ENT 276

Professor: Dr. Audra Parker

Office Hours: By appointment; Skype appointments can also be made
(**skype ID:** audraparker)

Office Location: Thompson 1805

Office Phone: (703)-993-9717

Email: aparke19@gmu.edu

Course Description:

The purpose of this course is to prepare future teacher educators and professional developers for their work in K-12 settings. We will examine the principles of clinical field experiences, the foundations of school-university partnerships, and the roles/relationships of **all** stakeholders engaged in field-based teacher preparation and teacher professional development.

CEHD 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. This course supports these values by providing students with learning experiences that necessitate collaboration; providing students opportunities to reflect on their teaching and leadership roles in classroom and school contexts; calling on students to develop and participate in innovative research-based practice; and requiring students to reflect on their pedagogies in light of social justice issues. These Core Values are aligned with course outcomes as described below. See <http://cehd.gmu.edu/values/> for more information.

Candidate Learning Outcomes:

- Increase understanding of current context in teacher education as it relates to working with P-12 school partners in field-based/clinical experiences (Research-based practice; Innovation)
- Examine the foundations of and appropriate models for school/university partnership (Collaboration)
- Explore the various roles and responsibilities of the stakeholders engaged in boundary spanning P-12/university roles (Collaboration)
- Examine the role of teacher education in school change (Social Justice, Ethical Leadership).

Standards: Association of Teacher Educators ‘Standards for Teacher Educators’

- STANDARD 3 Scholarship: Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.
- STANDARD 4 Professional Development: Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.
- STANDARD 5 Program Development: Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.
- STANDARD 6 Collaboration: Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.
- STANDARD 7 Public Advocacy: Serve as informed, constructive advocates for high quality education for all students
- STANDARD 8 Teacher Education Profession: Contribute to improving the teacher education profession.
- STANDARD 9 Vision: Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.

Nature of course delivery:

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions, field trips, and asynchronous, online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. Field trips will include school site visits and/or virtual visits to observe school/university partnerships.

Required Texts:

- Hollins, E. R. (2015). *Rethinking field experiences in preservice teacher preparation: meeting new challenges for accountability*. New York: Routledge.
- Weekly readings on Blackboard as assigned (tentative list distributed the first night of class)

Course Assignments

- a) *Course attendance and participation (30 points)*: It is expected that you will keep current with the course readings. Our class meetings will reflect my desire to create a learning community where multiple perspectives are heard and respected.
- b) *Literature circle (20 points)*: For each class meeting, we will divide into smaller groups to discuss the readings. Your small group will determine the roles/jobs that are essential for delving deeply/interrogating the readings.

- c) *Field Trip Summaries and Synthesis (60 points):* In lieu of Friday class meetings (5/22, 5/29, 6/5, 6/12), you may participate in any combination of face-to-face and/or virtual field trips.

Face to Face Field Trips

Elementary Curr and Lit 1 Courses (Daniels Run Elementary) Dr. Parker and Dr. Groth	Secondary Youths and Teachers Perspectives Course Dr. Pellegrino and Dr. Zenkov	Elementary PDS Site Visit (Westlawn Elementary) Dr. Parker
May 27 (9:30-3:00) DRES	May 20th (9:00-3:00) Garfield Elem	June 2 nd (2:00-4:00) OR
May 29 (1:00-3:35) DRES	May 27th (9:00-3:00) Charles Carroll MS (MD)	June 9 th (2:00-4:00)
June 1 st (12:30-3:00) DRES	June 3rd (9:00-3:00) Osborn Park HS	
June 4 th (12:30-3:00)		
June 11 th (12:30-3:00)		
June 24 th from (12:00- 2:00)*		

*For face to face field trips, your visit would need only to be 2-3 hours.

Virtual Field Trips

Identify individuals, schools, partnership programs, PDS sites, universities programs, etc...that engage in rich/interesting ‘work in schools.’ As a part of your field trip, complete each of the following tasks:

- Explore the primary website and related sites
- Make contact with a key individual and ask questions that emerge from your exploration of their work. These should focus on connections to your own work, our class readings, and/or logistics related to their boundary-spanning work.

At the end of each field trip (face to face or virtual), write a one-page summary/response to your visit. After completing your four visits, examine across your responses to synthesize your learning. Focus your thoughts on connections to course readings and implications for your own work.

- d) *Caselet (30 points):*

Part 1 (2-3 pages)

- Describe the problem or case question you want the reader to ponder
- Your caselet should contain
 - i. An introduction (concise contextual overview of the problem--who, what, where, when why)

- ii. Body of the case (chronological telling of the story)
- iii. Representative picture for your caselet (for use in Part 2)

Part 2: (weekly web)

- As we engage in the readings each week, you will revisit your caselet to add connections, ideas, and points to reconsider.

Part 3:

- From your weekly web, construct a brief summary (no more than 5 pages) detailing
 - i. What you learned
 - ii. What the research says to guide your case
 - iii. Implications

e) *Final Outcome/Project (50 points):*

- Design a final project that 1) furthers your interest 2) connects to the overarching tenets of the course and 3) benefits your professional development trajectory
- Write a brief proposal (max 500 words) that describes your final outcome. This will be collected early in the semester to make sure you are off to a solid start. It should include
 - i. Overview
 - ii. Relevance to the field
 - iii. Proposed project
 - iv. Timeline
- Your final project should
 - i. Be in a format that is most relevant to you
 - ii. Include citations, indicating your ability to ground your discussion in the body of literature. You are encouraged utilize any course content that might lend strength to your position. Be sure to connect your work to implications for teacher education, and teacher educators, working in schools.
 - iii. Be presented to an audience that would benefit from your work

**Possible ideas (practitioner manuscript, white paper, research proposal, proposal for conference presentation and presentation itself; op ed; grant proposal—an end that matters to you—to teacher educators, to policy makers).

Course Assignments	Standards	Points	Percent	Date Due
Course attendance	6	30 POINTS <ul style="list-style-type: none"> • 10 mtgs/3 pts each 	20%	ongoing
Literature Circles	6	20 POINTS <ul style="list-style-type: none"> • 10 pts/self eval • 10 pts/peer 	10%	ongoing
Field Trip Summaries (4) and Synthesis (1)	5	60 POINTS <ul style="list-style-type: none"> • 10 pts/summary • 20 pts/synthesis 	20%	6/15
Caselet	4	30 POINTS <ul style="list-style-type: none"> • 10 pts, Part 1 • 5 pts, Part 2 • 15 pts, Part 3 	20	Part 1: 5/20 Part 2: Ongoing Part 3: 6/17
Final Project	3, 7, 8, 9	50 POINTS <ul style="list-style-type: none"> • 10 pts—proposal • 40 pts--project 	30%	6/19

3. Grading Policies

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

4. Other Expectations

- All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
- ***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177
- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the syllabus (see below) and should be submitted at the beginning of class.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester to meet the needs and interests of students.

GMU Policies and Resources for Students

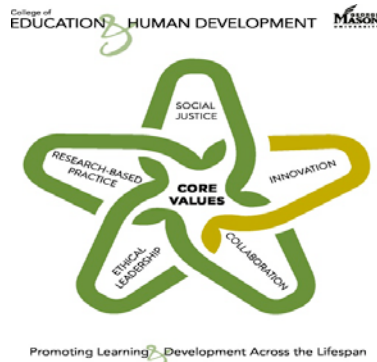
1. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
3. Students are responsible for 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 their Mason email account.
4. 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/>].
5. 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/>].
6. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7. 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/>].
8. Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times.

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://gmu.edu/service/cert>

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/>



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

Tentative Course Schedule

Date	Topics	Assignments
5/18	Course Overview/Current Context <ul style="list-style-type: none"> • Who are we? • What do we want to know? • What is the current context? • Why has there been resistance to working in schools? 	Readings: Blue Ribbon Report Hollins, Ch. 2 and 3
5/20	Understanding Clinical Practice Standards <ul style="list-style-type: none"> • Activity: Mapping Caselet • A look at clinical practice standards 	Readings: ATE Field Standards NAPDS 9 Essentials NCATE's PDS Standards CAEP Standard 2 DUE: Caselet, Part 1 Literature Circle Mtg. 1
5/22	VIRTUAL FIELD TRIP*	
5/25	Memorial Day-NO CLASS MEETING	
5/27	Understanding Clinical Practice Standards Guest Speakers: Jeff Davis/Steve White What Do We Know About Field Experiences	Readings: Hollins, Ch. 4 Bb Readings DUE: Literature Circle Mtg. 2
5/29	FIELD TRIP*	
6/1	Clinically Based vs. Clinically Rich <ul style="list-style-type: none"> • What are the traditions of P-12 field-based experiences? • How are these changing? What are the possibilities? 	Readings: Hollins, 6 and 7 Bb Readings DUE: Literature Circle Mtg. 3
6/3	Field Experiences in Urban Contexts <ul style="list-style-type: none"> • Where should pre-service teachers learn to teach? 	Readings: Hollins, Ch. 1 Bb readings DUE: Literature Circle Mtg. 4
6/5	FIELD TRIP*	

6/8	Working in Schools-Professional Development <ul style="list-style-type: none"> • Who is working in professional development in schools? • What are the experiences of various stakeholders? 	Readings: Bb readings DUE: Literature Circle Mtg. 5
6/10	Working in Schools—Professional Development cont... Models of School/University Partnerships <ul style="list-style-type: none"> • Who is working in school/university partnerships? • What are the challenges with language and terminology? • What are the experiences of various stakeholders? • What is a PDS? 	Readings: Holmes Report Bb readings DUE: Literature Circle Mtg. 6
6/12	FIELD TRIP*	
6/15	Models of School/University Partnerships <ul style="list-style-type: none"> • What do we know about PDS as a model of school/university partnerships? • What other models of partnership exist? 	Readings: Hollins, Ch. 5 & 8 Bb readings DUE: Field Trip Summaries & Synthesis Literature Circle Mtg. 7
6/17	Teacher educators and school reform/ Non-traditional approaches <ol style="list-style-type: none"> 1. What should teacher education look like? 	Readings: Bb Readings Hollins, Ch. 10 DUE: Caselet, Parts 2 and 3 Literature Circle Mtg. 8
6/19	Exam Date Online class meeting (synchronous)	Due: Final Project

Additional Blackboard Readings

<p>5/18 Current context</p>	<p>National Council for Accreditation of Teacher Education (2010). <i>Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved learning</i>. Washington, D.C. Retrieved from www.nacte.org/publications.</p>
<p>5/20 Clinical Standards</p>	<p><u>ATE Field Standards:</u> http://www.ate1.org/pubs/uploads/nfdfstds.pdf <u>NAPDS 9 Essentials:</u> http://napds.org/nine-essentials/ <u>NCATE's PDS Standards:</u> http://www.ncate.org/ProfessionalDevelopmentSchools/tabid/497/Default.aspx <u>CAEP Standard 2:</u> https://caepnet.files.wordpress.com/2014/04/caep_standard_2.pdf</p>
<p>5/27 Field Experiences</p>	<p>Clift, R.T. & Brady, P. (2009). Research on methods courses and field experiences. In M. Cochran-Smith and K. Zeichner, Eds. <i>Studying teacher education: The report of the AERA panel on research and teacher education</i>. Erlbaum: Mahway, New Jersey.</p> <p>Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. <i>Journal of Teacher Education</i>, 61(1-2), 89-99.</p>
<p>6/1 Clinically Rich</p>	<p>Dennis, D. V., Burns, R.W., Tricarico, K., van Ingen, S., Jacobs, J., & Davis, J. (in press). Problematizing clinical education: What is our future? In R. Flessner & D. Lecklider (Eds.) <i>The Power of Clinical Preparation in Teacher Education</i>.</p>
<p>6/3 Urban Contexts</p>	<p>Matsko, K.K. & Hammerness, K. (2014). Unpacking the “urban” in urban teacher education: Making a case for context-specific preparation. <i>Journal of Teacher Education</i>, 65(2), 128-144.</p> <p>Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. <i>Educational Evaluation and Policy Analysis</i>, 34, (1), 3-26.</p>
<p>6/8 Stakeholders/ PD</p>	<p>National Center on Time & Learning. <i>Time for teachers: Leveraging expanded time to strengthen instruction and empower teachers</i>. Boston, MA: Authors.</p> <p>Valencia, S.W., Martin, S.D. Place, N.A., & Grossman, P. (2009). Interactions in student teaching: Lost opportunities for learning. <i>Journal of Teacher Education</i>, 60(3), 304-322.</p>
<p>6/10 PD/Models of PDS</p>	<p>Holmes Group (1990). <i>Tomorrow's teachers: Principles for the design of PDSs. A report of the Holmes group</i>. East Lansing, MI: Author.</p> <p>Koplin, T., Shoemaker, E., Allen, J., Cary, C., Cosenza, M., Ensey, P., McCambridge, M., Morris, J., Trotter, J. (forthcoming 2015). Concept of</p>

	<p>readiness: Assessing factors in the development, implementation, and sustainability of a PDS partnership. <i>School University Partnership</i>, 8(1).</p> <p>Slick, S. K. (1998). University supervisor: A disenfranchised outsider. <i>Teaching and Teacher Education</i>, 14(8), 821-834.</p>
<p>6/15 Models of PDS</p>	<p>Polly, D., Smaldino, S., Brynteson, K. (in press, 2015). Developing a rubric to support evaluation of professional development school partnerships. <i>School University Partnership</i>, 8(1).</p> <p>Yendol-Hoppey, D. & Hoppey, D. (2013). Generating PDS possibility and practicality thinking using a case and protocol tool to enhance PDS Development. <i>School University Partnerships</i>, 6(1), 59-75.</p>

Virtual Field Trips Rubric

Identify individuals, schools, partnership programs, PDS sites, universities programs, etc...that engage in rich/interesting 'work in schools.' As a part of your field trip, complete each of the following tasks:

- Explore the primary website and related sites
- Make contact with a key individual and ask questions that emerge you're your exploration of their work. These should focus on connections to your own work, our class readings, and/or logistics related to their boundary-spanning work.

At the end of each field trip (face to face or virtual), write a one-page summary/response to your visit. After completing your four visits, examine across your responses to synthesize your learning. Focus your thoughts on connections to course readings and implications for your own work. The synthesis should be 2-3 pages max.

	3	2	1	0
Site or Virtual Visit (x4)	Visited school site/made contact with virtual site			Did not visit school site or make contact with virtual site
Summary of 'Visit' (x4)	Thorough, specific description of site/context of visit and key activities	General description of site/context and key activities	Minimal description of site/context and key activities	Did not include a description of the site/context or key activities.
Implications for Your Work (x4)	Thorough description of the implications for your work with connections to course readings	General description of the implications for your work	Minimal description of the implications for your work	Did not include implication for your work.
Final Reflection (x4)	Thorough synthesis of your learning from each of the field trips with connections to the readings	General synthesis of your learning from each of the field trips	Minimal synthesis of your learning from each of the field trips	Did not submit a final reflection

Caselet (30 points)

Part 1 (10 pts)

	3	2	1	0
Introduction	Thorough description of the context	General description of the context	Minimal description of the context	Contextual description not included
Case Description	Detailed account of the story	General account of the story	Minimal account of the story	Case description story
Representative picture			Included	Not included
Writing style, APA, conventions	No errors in writing style, APA, conventions	Minimal errors in writing style, APA, conventions	Some errors in writing style, APA, conventions	Excessive errors in writing style, APA, conventions

Part 2 (8 pts)

	8	4	0
Weekly Web	Additions made to web each class meeting	Additions made to web most weeks	Web is not used/included

Part 3 (12 pts)

	3	2	1	0
What you learned	Thorough description of what you learned with connections to the readings	General description of what you learned	Minimal description of what you learned	Description of learning not included
Connections to the research	Thorough description of the connections to the research	General description of the connections to the research	Minimal description of connections to research	Connections to description are not included
Implications for your practice	Thorough description of implications for your practice	General description of implications for your practice	Minimal descriptions of implications for your practice	Implications for your practice not included
Writing style, APA, mechanics	No errors in writing style, APA, conventions	Minimal errors in writing style, APA, conventions	Some errors in writing style, APA, conventions	Excessive errors in writing style, APA, conventions

Final Outcome/Project (50 points)

Design a final project that 1) furthers your interest 2) connects to the overarching tenets of the course and 3) benefits your professional development trajectory. Write a brief proposal (500 words) that describes your final outcome. This will be collected early in the semester to make sure you are off to a solid start. It should include

- Overview
- Relevance to the field
- Proposed project
- Timeline

Your final project should

- Be in a format that is most relevant to you!
- Include citations, indicating your ability to ground your discussion in the body of literature. You are encouraged utilize any course content that might lend strength to your position. Be sure to connect your work to implications for teacher education, and teacher educators, working in schools.
- Be presented to an audience that would benefit from your work

	3	2	1	0
Proposal	Thorough description that includes overview, relevance, project proposal and timeline	General description that includes overview, relevance, project proposal and timeline	Minimal description that includes some of the following: overview, relevance, project proposal and timeline	Description of learning not included
	3	2	1	0
Topic Overview/ Relevance	Thorough description of the topic and its relevance	General description of the topic and its relevance	Minimal description of the topic and its relevance	Connections to the topic and its relevance not included
Grounding Work in the Literature	Discussion of topic thoroughly grounded in the research	Discussion of topic generally grounded in the research	Discussion of topic minimally grounded in the research	Literature not used to guide discussion
Implications for your practice	Thorough description of implications for your practice	General description of implications for your practice	Minimal descriptions of implications for your practice	Implications for your practice not included
Writing style, APA, mechanics	No errors in writing style, APA, conventions	Minimal errors in writing style, APA, conventions	Some errors in writing style, APA, conventions	Excessive errors in writing style, APA, conventions
Sharing Findings	Final project shared or plan for sharing documented			Final project not shared/no plan included