



College of Education and Human Development  
Graduate School of Education  
Early Childhood Education Program  
4400 University Drive, MS 4B3, Fairfax, Virginia 22030  
Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)  
<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 803.001 and EDUC 803.001 Teacher Preparation and Professional Development**  
**(3:3:0)**  
**Spring 2016**  
**Monday, 4:30 – 7:10 pm**  
**Robinson B 204**

**Instructor:** Julie K. Kidd, EdD  
**Telephone:** 703-993-8325  
**Office:** Thompson Hall 1202  
**Email address:** [jkidd@gmu.edu](mailto:jkidd@gmu.edu)  
**Office hours:** by appointment

**Prerequisite(s)**

Admission to the PhD in Education program or post-master's status and approval of course instructor.

**Course Description**

Explores research and current recommended practices related to teacher preparation and professional development. Provides opportunity for practical application with preservice or inservice teachers.

**Nature of Course Delivery**

This course utilizes a seminar format. Seminars will include instructor- and student-led discussions, reflective activities, and student presentations that will take place during class meetings as well as online. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent research and study.

**Learner Outcomes or Objectives**

At the completion of this course, students will be able to do the following:

1. Identify and discuss current trends, issues, and topics in teacher education.
2. Synthesize, evaluate, and draw conclusions from research on professional development.
3. Describe and analyze theory, research, and effective practice for teaching and supporting adult learners.
4. Develop teacher education and professional development experiences that incorporate key elements of program design for preparing personnel for careers in education-related fields.

## Professional Standards

This seminar is for students in a number of disciplinary concentrations, including but not limited to, teaching and teacher education, early childhood education, early childhood special education, educational psychology, literacy, multicultural/ multilingual education, and special education.

## Required Text, Membership, and Conference Registration

Darling-Hammond, L., & Bransford, J. (Eds.) (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Kidd, J. K., Burns, M. S., & Nasser, I. (in preparation). Using the LEARN framework to make intentional teaching work in early childhood classrooms. [Selected drafts of chapters will be posted to Blackboard.]

Join the American Educational Research Association (AERA). Graduate student membership is \$55. You will receive *Educational Researcher* and one additional journal at no additional charge.

Join the AERA Teaching and Teacher Education Division at no additional charge.

Register for and attend at least one day of the AERA conference in Washington DC from April 8 – 12, 2016. Register on or before February 19 to receive the early bird student registration rate of \$80.

## Required Articles

Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education*, 27, 10-20. doi: 10.1016/j.tate.2010.08.007

Cochran-Smith, M., & Villegas, A. M. (2015). Framing teacher preparation research: An overview of the field, part 1. *Journal of Teacher Education*, 66(1), 7-20. doi: 10.1177/0022487114549072

Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part II. *Journal of Teacher Education*, 66(2), 109-121. doi: 10.1177/0022487114558268

Fishman, B., Konstantopoulos, S., Kubitskey, B. W., Vath, R., Park, G., Johnson, H., & Edelson, D. C. (2013). Comparing the impact of online and face-to-face professional development in the context of curriculum implementation. *Journal of Teacher Education*, 64(5), 426-438. doi: 10.1177/0022487113494413

Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., & Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65(4), 284-302. doi: 10.1177/0022487114535266

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education*, 24, 316-329. doi: 10.1016/j.tate.2007.06.003

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65(4), 271-283. doi: 10.1177/0022487114533386

Nasser, I., Kidd, J. K., Burns, M. S., & Campbell, T. (2015). Head Start classroom teachers' and assistant teachers' perceptions of professional development using a LEARN framework. *Professional Development in Education*, 41(2), 344-365. doi: 10.1080/19415257.2013.833538

Risko, V. J., Roller, C. M., et al. (2008). A critical analysis on research in reading teacher education. *Reading Research Quarterly*, 43(3), 252-288. doi: 10.1598/RRQ.43.3.3

Whipp, J. L. (2013). Developing socially just teachers: The interaction of experiences before, during, and after teacher preparation in beginning urban teachers. *Journal of Teacher Education*, 64(5), 454-467. doi: 10.1177/0022487113494845

Additional readings to be announced after student-facilitated discussion topics are determined

### **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **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 GSE Syllabi**

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

## Course Requirements

### General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

### Grading Criteria

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

### Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Teaching Observation and Interview Analysis	February 29	20
AERA Conference Reflection	April 18	10
Lesson Plans and Discussion Facilitation	March 28; April 4, 18, 25	35
Learning Experience Paper	May 9	20
<b>TOTAL</b>		<b>100</b>

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students provide helpful ideas and constructive feedback to classmates.

### **Teaching Analysis (20 points)**

Students will observe a teacher education class, conduct pre- and post-observation interviews with the instructor, and reflect on and write a critical analysis of the experience. There are three components to the teaching analysis:

#### ***Class observation and summary (5 points)***

Students will observe one three-hour class session. They will write a summary of the class observation. The summary will include the following:

- A description of the class participants and context (e.g., who the students are, the program, the course, classroom environment, etc.)
- Descriptions of class lectures and activities

#### ***Pre- and post-observation interviews (5 points)***

Students will interview the instructor before and after the class session and write a summary of the interview responses. They will include the interview questions as an appendix to this assignment.

#### ***Reflection and critical analysis (10 points)***

Students will review their notes from the observation and interviews and reflect on what they observed, what the instructor shared, and what they learned about teaching a university teacher education course. They will write a four- to six-page, double-spaced critical analysis reflecting on what they learned and the implications for their future practice as a teacher educator. They will link their observations and reflections to course readings and class discussions.

### **AERA Conference Reflection (10 points)**

Students will attend at least one day of the AERA conference in DC and write a reflection about the experience. They will reflect on the overall experience and will include a detailed reflection on at least one paper session or symposium focused on teacher education. They will make connections to class readings and discussions. The paper will be three to five, double-spaced pages.

### **Lesson Plans and Discussion Facilitation (35 points)**

Students will work with classmates to write lesson plans and facilitate a 90- (team of two) or 120-minute (team of three) discussion related to a chapter in the textbook and one related research article per teammate. They will write plans collaboratively for the opening discussion related to the chapter in the textbook and the closing activity. They will write an individual plan related to the research article they chose for the discussion. In addition, they will write an individual analysis of how the lesson components are supported by class readings and discussions.

#### ***Lesson plans and preparation (15 points)***

Students will work with classmates to plan a class discussion on their textbook chapter and related research articles (one per facilitator). At least two weeks prior to the discussion, students will post information to the Blackboard Discussion Board on how to access the articles.

Students will include the following in the lesson plan:

- Specific learning outcomes for the entire session (*collaborative*)
- Detailed description of the class activities, including how (a) prior knowledge will be activated, assessed, and expanded; (b) learning will be supported and assessed; (c) and instruction might be adapted based on assessment of classmates' prior knowledge and learning. The following will be included:
  - Opening discussion that develops chapter content (*collaborative*)
  - Research article discussions (*individual*)
  - Closing activity (*collaborative*)
- Explanation of how the effectiveness of the lesson will be assessed (*collaborative*)
- A rationale, supported by class readings and discussions, for the decisions made when developing the lesson plans with an emphasis on how effective practices for teaching and supporting adult learners was taken into account
- The agenda, handouts, PowerPoint presentations, and list of other materials used to support learning (e.g., websites, videos, manipulatives, etc.)

#### ***Implementation (10 points)***

On the evening of the class discussion, students will introduce the topic and present relevant background information related to the chapter using audio and/or visual aids. They will activate, assess, and expand upon classmates' prior knowledge; support and assess learning; and adapt instruction based on ongoing assessment of classmates' prior knowledge and learning. They will ensure that all classmates are activity engaged and will apply information from class readings and discussions about adult learning.

#### ***Reflection and feedback (10 points)***

After the class discussion, the pair of facilitators will reflect together on the planning process, the effectiveness of the lesson, their classmates' learning, evidence that supports their conclusions about the effectiveness of their lesson and their classmates' learning, and what they learned that will inform their future facilitation of learning in teacher education settings.

Students will post an individual reflection to Blackboard Journal that includes a summary of the discussion with their teammate/s, their own critical insights into preparing and implementing the lesson, and reflections on themselves as a collaborator and future teacher educator. This three- to five- page, double spaced reflection is due three days after the discussion facilitation.

In addition, students will provide written feedback for each team of facilitators on Blackboard Journal.

### Learning Experience Paper (20 points)

Students will develop a course or program learning experience for preservice or practicing teachers. They will create a teacher-friendly description of the experience with detailed instructions on the procedures and expectations. They will include a scoring guide for evaluating the final project. They will write paper with evidence from the literature supporting the implementation of this learning experience in a teacher preparation or professional development program. The paper will be approximately 10 double-spaced pages. In addition, they will share an overview of the learning experience and the supporting evidence in class.

### Course Schedule

Date	Topic	Readings & Assignments Due
Jan 25	Course overview Developing as a teacher educator	Darling-Hammond & Bransford, Chapter 1 Loughran (2014)
Feb 1	Understanding and implementing adult learning principles	Darling-Hammond & Bransford, Chapter 10 Kidd et al. (in preparation) – <i>selected chapters posted on Blackboard</i>
Feb 8	Conducting and using research to design and implement teacher preparation programs	Darling-Hammond & Bransford, Chapter 11 Cochran-Smith & Villegas (2015) Cochran-Smith et al. (2015) <b>Teaching Analysis</b> – <i>Post information about the class to be observed and potential questions for the pre- and post-observation interviews on Blackboard Journal by 4:30 pm. Bring paper or e-copy to class.</i>
Feb 15	Conducting and using research to design and implement teacher professional development	Avalos (2011) Fishman et al. (2013) Nasser et al. (2015)
Feb 22	Developing teachers' knowledge and practice	Darling-Hammond & Bransford, Chapters 2 and 3 Goodwin et al. (2014)
Feb 29	Developing and implementing effective lesson plans	Darling-Hammond & Bransford, Chapter 5, 6, 8, or 9 – <i>Read discussion facilitation chapter</i> <b>Teaching Analysis</b> – <i>Post to Blackboard by 4:30 pm. Bring a paper or e-copy to class.</i>
Mar 7	<i>No Class – Spring Break</i>	
Mar 14	Developing teachers' knowledge of language and literacy development	Darling-Hammond & Bransford, Chapter 4 Risko et al. (2008)
Mar 21	Developing teachers' culturally responsive, inclusive, and socially just teaching practices	Darling-Hammond & Bransford, Chapter 7 Kidd et al. (2008) Whipp (2013)



### Course Schedule Continued

Date	Topic	Readings & Assignments Due
<b>Mar 28</b>	Developing teachers' curricular vision <i>Student-facilitated discussions</i>	Darling-Hammond & Bransford, Chapter 5 Readings: TBD by discussion facilitators <b>Peer Feedback</b> – Post peer feedback to Blackboard Journal by 11:59 on March 29.
<b>Apr 4</b>	Developing teachers' subject matter knowledge <i>Student-facilitated discussions</i>	Darling-Hammond & Bransford, Chapter 6 Readings: TBD by discussion facilitators <b>Peer Feedback</b> – Post peer feedback to Blackboard Journal by 11:59 on April 5.
<b>Apr 11</b>	<b>No Class Meeting</b> – Attend American Educational Research Association conference in DC	<i>Attend at least one day between April 8 – 12. Attend at least one paper session or symposium related to teacher education.</i>
<b>Apr 18</b>	Developing teachers' use of assessment to inform instruction <i>Student-facilitated discussions</i> AERA conference reflection	Darling-Hammond & Bransford, Chapter 8 Readings: TBD by discussion facilitators <b>AERA Conference Reflection</b> – Post to Blackboard by 4:30 pm. Bring a paper or e-copy to class for discussion <b>Peer Feedback</b> – Post peer feedback to Blackboard Journal by 11:59 on April 19.
<b>Apr 25</b>	Developing teachers' classroom management <i>Student-facilitated discussions</i>	Darling-Hammond & Bransford, Chapter 9 Readings: TBD by discussion facilitators <b>Peer Feedback</b> – Post peer feedback to Blackboard Journal by 11:59 on April 26.
<b>May 2</b>	Share overview of learning experience and supporting evidence Course wrap up and reflection	
<b>May 9</b>	<b>No Class Meeting</b> – Exam Day	<b>Learning Experience Paper</b> – Post to Blackboard by 7:15 pm.

\*Course schedule subject to change