

George Mason University
College of Education and Human Development
Early Childhood Education

ECED/EDUC 803.001 Teacher Preparation and Professional Development
3 Credits, Spring 2017
Monday/ 4:30 – 7:10 pm
Thompson Hall L003, Fairfax Campus

Faculty

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Prerequisites/Corequisites

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

University Catalog 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.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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

Professional Standards

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. National Academy Press. [Download from <https://www.nap.edu/download/9853>.]
- Join a professional organization that includes a focus on research in teacher education (e.g., AACTE, AERA, ALER, ATE, LRA, etc.)

Class Readings

- 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
- Boyd, P., & Harris, K. (2010). Becoming a university lecturer in teacher education: Expert school teachers reconstructing their pedagogy and identity, *Professional Development in Education*, 36, 9-24. doi: 10.1080/19415250903454767.
- 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
- Izadinia, M. (2014). Teacher educators' identity: A review of the literature. *European Journal of Teacher Education*, 37, 426-441. doi: 10.1080/02619768.2014.947025.
- Kidd, J. K. (in preparation). The critical role of professional communities in literacy teacher educator and research professional development. *Association of Literacy and Educators Yearbook*, 39.
- Kidd, J. K., Burns, M. S., Nasser, I., & La Croix, L. (in preparation). The LEARN framework: A multi-faceted, integrated approach to professional development. *Using the LEARN framework to make intentional teaching work in early childhood classrooms*.
- 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
- Mills, C., & Ballantyne, J. (2016). Social justice and teacher education: A systematic review of empirical work in the field. *Journal of Teacher Education*, 67, 263-276.
- 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

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Palo Alto, CA: Learning Policy Institute.

Tooley, M., & Connally, K. (2016). *No panacea: Diagnosing what ails teacher professional development before reaching for remedies*. Washington, DC: New America. Retrieved from <https://www.newamerica.org/education-policy/policy-papers/no-panacea/>.

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 determined (TBD) based on student interests and specializations and current issues

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Teacher Educator Professional Development Blackboard Journal		
Entry 1: Introduction	January 23	1
Entry 2: Professional Organization Membership	January 30	3
Entry 3: Teaching Analysis Plans	February 6	3
Entry 4: Promising Practice Topic	February 27	1
Entry 5: Facilitating and Participating in Seminar Discussions	April 24	3
Entry 6: Professional Development Experience	May 1	3
Entry 7: Influence of Peer Interactions	May 1	3
Entry 8: Future Plans for Professional Development	May 1	3
Teaching Analysis	March 27	25
Student-Facilitated Seminar		15
Plan	April 10	
Implementation	April 10/17	
Promising Practice in Teacher Education Paper	May 15	25
TOTAL		100

- **Assignments and/or Examinations**

Teacher Educator Professional Development Blackboard Journal (20 points)

Students will use Blackboard Journal to reflect on their own professional development as teacher educators. Students will respond to the following prompts:

Entry 1: Introduction (1 point)

Provide a brief introduction that includes information you would like me to know about you. This might include information about your PhD specializations, where you are in the program, your work, your previous experiences and background, your family, your

personal interests, etc. Also, include any thoughts you have at this point about your goals as a teacher educator (e.g., Do you hope to teach university courses? Do you hope to conduct research in teacher education? Do you hope to teach/mentor teachers or other professionals outside of a university setting?)

Entry 2: Professional Organization Membership (3 points)

Describe the professional research-oriented organization with a focus on teacher education that you joined (e.g., name of organization, goal/purposes, intended membership audience, organization structure, etc.). Explain the ways in which this organization can support your professional development as a teacher educator. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Entry 3: Teaching Analysis Plans (3 points)

State the name of the instructor you plan to interview and the course you plan to observe. Indicate when you plan to conduct the interviews and observe the class. Explain why interviewing this instructor and observing a class in this course will contribute to your professional development as a teacher educator. Generate a list of potential interview questions. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Entry 4: Promising Practice Topic (1 point)

State your topic and provide a brief statement about why the topic interests you.

Entry 5: Facilitating and Participating in Seminar Discussions (3 points)

Indicate the topics of the seminar discussions in which you participated and the one you facilitated. Reflect on what worked well across the seminar discussions and what you might do differently when facilitating future small-group discussions. Include insights gained from participating in and facilitating the discussions. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Entry 6: Professional Development Experience (3 points)

Describe an experience that you undertook that focused on your professional development as a teacher educator (e.g., conference, webinar, community of practice meeting, guest lecturer, etc.). Explain why you selected this experience and how it contributed to your professional development as a teacher educator. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Entry 7: Influence of Peer Interactions (3 points)

Describe the influence peer interactions had on your learning throughout the course. Explain how these experiences contributed to your growth as a teacher educator. As part of this entry, address what you learned that might influence your future practice as a teacher educator about (a) providing and using feedback, (b) learning from and with peers, and (c) your strengths and areas of growth as a member of a learning community. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Entry 8: Future Plans for Professional Development (3 points)

Describe your future goals as a teacher educator and future plans for your professional development as a teacher educator (e.g., guest lectures, internships, teaching, conference attendance/presentations, etc.). Explain how these experiences will help you meet your goals. Support explanations and assertions with readings and other relevant sources. Provide a reference list.

Teaching Analysis (25 points)

Students will observe a teacher education class for preservice or practicing teachers (e.g., Advanced Studies in Teaching and Learning, Early Childhood Education, Elementary Education, Literacy Education, Multilingual/Multicultural Education, Secondary Education, Special Education, etc.). They will conduct pre- and post-observation interviews with the instructor and reflect on and write an analysis of their findings. Student will include the following:

Part 1: Class Observation and Summary

Students will observe one three-hour class session. They will write a four- to six-page, double-spaced summary of the class observation and include the instructor's curriculum vitae and the course syllabus as an appendix to this assignment. The summary will include the following:

- A description of the instructor (e.g., demographic information, academic background, work experience, areas of expertise, research interests, etc.)
- A description of the class participants and context (e.g., who the students are, the program, the course, classroom environment, etc.)
- Summary of class lecture and activities

Part 2: Pre- and Post-Observation Interviews

Students will interview the instructor before and after the class session and write a four- to six-page, double-spaced summary of the interview procedures and responses. They will include the interview questions as an appendix to this assignment.

Part 3: Reflection and Analysis

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 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 other relevant sources and provide a reference list in APA format.

Part 4: Appendix

Students will include the following in the appendix:

- The instructor's curriculum vitae
- The course syllabus
- The pre- and post-interview questions
- Other relevant materials as needed

Student-Facilitated Seminar Discussion (15 points)

Students will facilitate a 30-minute seminar discussion on a peer-reviewed, research article related to a promising practice in teacher education that was published within the past five years. They will select the article and share it with their seminar group at least two weeks prior to the seminar discussion. They will submit a plan for how they will (a) draw classmates into the discussion, (b) facilitate the discussion, and (c) bring closure to the discussion. They will write a rationale for the instructional decisions they made using readings and other relevant sources to support their decisions. They will include a reference list in APA format.

Promising Practice in Teacher Education Paper (25 points)

Students will write a 15- to 20-page, double-spaced paper on a promising practice in teacher education. Students will include the following in their paper:

- An introduction that develops the need for the promising practice
 - A review of the literature related to the promising practice
 - Implications for future practice
 - Implications for future research
 - A conclusion
 - A reference list
- **Other Requirements**

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 and online 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.

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 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

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

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.

Professional Dispositions

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

Class Schedule

Class	Topics	Assignments & Readings Due
January 23	Course overview Exploring teacher educator identities	Boyd & Harris (2010) Izadinia (2014) Due to Bb Journal – Entry 1
January 30	Developing professionally as teacher educators	Goodwin et al. (2014) Kidd (in preparation) Loughran (2014) Due to Bb Journal – Entry 2
February 6	Taking into account how teachers learn Teaching Analysis: Preparing for observations/interviews	Bransford et al. (2000) Ch. 1, 2, & 8 Due to Bb Journal – Entry 3 <i>Bring draft of interview questions</i>
February 13	<i>No Class: Conduct teacher education class observation and interviews</i>	Bransford et al. (2000). <i>Become familiar with the rest of the report.</i>
February 20	Understanding the complexity of teacher preparation Teaching analysis: Analyzing observation/interview data	Cochran-Smith & Villegas (2015) Cochran-Smith et al. (2015) Research study related to teacher preparation in the course/program observed <i>Bring observation and interview notes</i>

February 27	Preparing teachers to work with diverse students, families, and communities Teaching Analysis: Linking findings to the literature	Kidd et al. (2008) Mills & Ballantyne (2016) Whipp (2013) Due to Bb Journal – Entry 4
March 6	Designing and implementing effective teacher preparation programs	Readings TBD based on student interests and specializations
March 13	<i>No Class: Spring Break</i>	
March 20	Understanding the complexity of teacher professional development Seminar facilitation: Planning effective discussions	Avalos (2011) Kidd (in preparation) Tooley & Connally (2016)
March 27	Designing and implementing effective teacher professional development programs Seminar facilitation: Facilitating effective discussions	Fishman et al. (2013) Nasser et al. (2015) Additional readings TBD based on student interests and specializations Due to Bb – Teaching Analysis
April 3	Current issues in teacher preparation and professional development <i>Writing community meeting</i>	Podolsky et al. (2016) Additional readings TBD based on current issues Bring draft of seminar plan
April 10	Promising practices – TBD	Readings TBD by Student Facilitators Due to Bb – Seminar Plans
April 17	Promising practices – TBD <i>Writing community meeting</i>	Readings TBD by Student Facilitators Bring draft of promising practice paper
April 24	Exploring next steps <i>Writing community meeting</i>	Due to Bb Journal – Entry 5 Bring draft of promising practice paper
May 1	<i>No Class: Engage in teacher educator professional development experience</i>	Due to Bb Journal – Entries 6, 7, 8
May 8	<i>No Class: Reading Day</i>	
May 15	<i>No Class: Finals Week</i>	Due to Bb – Promising Practice in Teacher Education Paper

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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 Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Teacher Educator Professional Development Blackboard Journal Evaluation

3 points

Wrote a thoughtful journal entry supported by readings and other relevant sources, as needed, that provide insights into the ways you engaged or will engage in specific experiences to promote your professional development as a teacher educator. Provided a reference list.

2 points

Wrote a journal entry that provided clear descriptions but limited explanations and/or support from readings and other relevant sources. Provided a reference list.

1 point

Wrote a journal entry with limited descriptions, explanations, and support from readings and other relevant sources. May or may not have provided a reference list.

0 points

Did not write a journal entry.