EDUC 854 Section A01
Working in Schools: Spanning Boundaries/Expanding Roles
3 credits/Summer 2017
4:30-7:10/MW (May 22-June 28)
Th L019

Professor: Dr. Audra Parker
Office Hours: By appointment; Skype appointments can also be made
           (**skype ID:** audraparker)
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Course Description:
  A. **Prerequisite or Co-requisite**: Admission to PhD in Education program or permission of instructor.
  B. **University Catalog Course Description:** Prepares future teacher educators and professional developers for their work in K-12 settings. Examines 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.
  C. **Expanded Course Description:** N/A
  D. **Course Delivery Method:**
  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.

Learner 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 clinical practice including school/university partnership (Collaboration)
  • Explore the various roles and responsibilities of the stakeholders engaged in boundary spanning P-12/university roles (Collaboration)
  • Understand the tenets of culturally responsive pedagogy as it applies to boundary spanning roles in cross-cultural settings (Social Justice, Ethical Leadership)
  • Examine the role of teacher education in school change (Social Justice, Ethical Leadership)

Professional 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.

Required Texts:
- Weekly readings on Blackboard as assigned (tentative list included in the appendix)

Course Performance Evaluation

Assignments and/or Examinations:

a) *Critical Responses (30 points):* You are responsible for writing three critical syntheses. Each synthesis should be 4-6 pages in length and highlight your key learning from the research readings and discussions from one class meeting. Begin by summarizing what you see as the critical findings. Next consider these findings in the context of your understanding of working in schools and teacher education. Then elucidate on what particular aspects resonate with you or cause you dissonance. Explain your perspective. Finally, consider what have you learned from the piece and how you think it will influence (or not as the case might be) your future work as a teacher educator.

- *Themes:*
   i. The Big Picture of Clinical Practice
   ii. Boundary Spanning Roles
   iii. Culturally Responsive Collaboration
   iv. Models of Partnership

b) *Field Trip summaries and synthesis (20 points):* For three class meetings, you may participate in any combination of two face-to-face and/or virtual field trips to further explore the roles of boundary spanning teacher educators.

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. Zenkov	Elementary PDS Site Visit (with Elem Ed UFs)
May 24 (9:00-12:00) DRES	May 24th (9:00-3:00) TC Williams	Date/Time TBD
May 26 (9:00-12:00) DRES	May 31st (9:00-3:00) Osborne Park	
Tuesday, May 30th (9:00-12:00)	June 7th (9:00-3:00) Lake Braddock	
Generally Wed afternoons at DRES		

*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, university 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 brief summary/response to your visit. Your summary should include explicit connections to the course readings and discussions. Following your summary, provide a critical analysis of your field trip and the implications for your future practice.

c) *Caselet (30 points):*
   Part 1
   - Describe the problem or case question you want the reader to ponder as it relates to boundary spanning/expanding roles working in schools. Your caselet should contain an introduction (concise contextual overview of the problem--who, what, where, when, why), as well as a chronological telling of the story
   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 summary critical reflection of your initial case. Include a description of what you learned, what the research says to guide your case, and implications of your learning on your professional development.

d) *Final Outcome/Project (50 points):*
- Using your specific interests as they relate to working in boundary spanning roles, choose a final project format (e.g- a review of the literature or a research proposal format) 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 intended 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
    v. Annotated Bibliography (6/1 –5 resources and 6/22—10 resources)
- Your final project should demonstrate both your broad understanding of the body of knowledge as it relates to working in schools in boundary spanning roles and your specific understanding of application of this knowledge to your field of interest.. Your final project will be evaluated based on your ability to ground your discussion in the body of literature. You are encouraged use any course content that might lend strength to your position. In addition, you are expected to expand on this foundational knowledge in your specific field of interest. Be sure to connect your work to implications for teacher education, and teacher educators, working in schools.

Other Requirements:

a) *Course attendance and participation (30 points):* This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. Our class meetings will reflect my desire to create a learning community where multiple perspectives are heard and respected. To do this it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings outlined within the syllabus. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor. Readings must be completed prior to the class meeting for which they are assigned.

b) *Work Timeliness 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.

You are expected to contribute to both class and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Assignments	Standards	Points	Percent	Date Due
Course attendance	6	30 POINTS • 10 mtgs/3pts each	20%	ongoing
Critical Responses	6	30 POINTS • 10 pts/each	10%	ongoing
Field Trip Summaries (2)	5	18 POINTS • 9 pts/summary •	20%	6/7
Caselet	4	24 POINTS	20%	Part 1: 5/24 Part 2: Ongoing Part 3: 6/26
Final Project	3, 7, 8, 9	50 POINTS • 10 pts—proposal • 40 pts--project	30%	6/2 Bib-6/14, 6/28

3. Grading Policies

The University-wide system for grading <u>graduate</u> courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary / Passing
A	Meets Standard	93 – 97.9	4.00	Excellent / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

<u>Professional Dispositions:</u>

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CLASS SCHEDULE
*Faculty reserves the right to alter the schedule as necessary with notification to students.

Tentative Course Schedule

Date	Topics	Assignments
5/22	**Course Overview/Current Context** • Who are we? What were/are our experiences? • What do we want to know? • What is the current context of working in schools and what boundary spanning roles does this necessitate? • Why has there been resistance to boundary spanning roles in teacher preparation?	**Readings:** Blue Ribbon Report Bb Readings: Hollins, Ch. 2
5/24	**Understanding Clinical Practice Standards** • Activity: Mapping Caselet • A look at clinical practice standards • Current trends: AACTE, ATE, CAEP **GUEST SPEAKER 1: Rod Lucero, VP AACTE**	**Readings:** ATE Field Standards NAPDS 9 Essentials NCATE's PDS Standards CAEP Standard 2 Additional Bb readings as assigned **DUE:** Caselet, Part 1
5/26	FIELD TRIP 1	
5/29	Memorial Day—No Class Meeting	
5/31	**Clinically Based vs. Clinically Rich** • What are the traditions of P-12 field-based experiences? • How are these changing? What are the possibilities? Who are the exemplars?	**Readings:** Bb readings as assigned AACTE Spotlight Series
6/2	FIELD TRIP 2	
6/5	**Digging Deeper into Boundary Spanning Roles** • Who is working in boundary spanning roles in teacher preparation?	**Readings:** Bb readings as assigned

	• What are the experiences of various stakeholders? • What are the challenges with language and terminology? **GUEST SPEAKER 2: Seth Parsons, UF (6:00)**	
6/7	**Boundary Spanning Roles in Teacher Professional Development** • Who is working in boundary spanning roles in teacher professional development • What are the experiences of various stakeholders? **GUEST SPEAKER 3: PDS PRINCIPAL; NEW SUPERVISORS**	**Readings:** Bb readings as assigned **DUE:** Field trip summaries
6/9	**Field Trip 3**	
6/12	**Culturally Responsiveness in Boundary Spanning Roles in Varying Contexts** • Working in diverse settings • Where should pre-service teachers learn to teach?	**Readings:** Bb readings as assigned
6/14	**Culturally Responsiveness in Boundary Spanning Roles in Varying Contexts**	**Readings:** Bb readings as assigned
6/16	**Field Trip 4**	
6/19	**Models of School/University Partnerships** - What do we know about PDS as a model of school/university partnerships? **GUEST SPEAKER 5: NAPDS REP**	**Readings:** Bb readings as assigned
6/21	**Models of School/University Partnerships** • What other models of partnership exist? • Teacher residencies **GUEST SPEAKER 5: Alternative Models Kristien Zenkov**	**Readings:** Bb readings as assigned
6/26	**Teacher educators and school change** 1. **Teacher leadership and school change**	**Readings:** Bb readings as assigned

	2. What is the role of inquiry	
		DUE: Caselet, Parts 2 and 3
6/28	**Teacher educators and school change** 1. What should working in schools/boundary spanning roles look like? 2. How can these roles influence school change?	**Due:** Final Project

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 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/.

Virtual Field Trips Rubric

Identify individuals, schools, partnership programs, PDS sites, university 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 brief summary/response to your visit. Your summary should include explicit connections to the course readings and discussions. Following your summary, provide a critical analysis of your field trip and the implications for your future practice.

	3	2	1	0
Summary of 'Visit'	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	Thorough description of the implications for your work with specific, connections to research	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	Thorough synthesis of your learning from each of the field trips with connections to research	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
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)

	3	2	1	0
Weekly Web	Additions made to web each class meeting	Additions made to web most weeks	Minimal additions made to web	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 research	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	General description of the	Minimal description of	Connections to description

	connections to the research	connections to the research	connections to research	are not included
Implications for your practice	Thorough description of implications for your practice with specific connections to research	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)

- Using your specific interests as they relate to working in boundary spanning roles, choose a final project format (e.g- a review of the literature or a research proposal format) 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 intended final outcome. This will be collected early in the semester to make sure you are off to a solid start. It should include
  - o Overview
  - o Relevance to the field
  - o Proposed project
  - o Timeline
  - o Annotated Bibliography (6/1 –5 resources and 6/22—10 resources)
- Your final project should demonstrate both your broad understanding of the body of knowledge as it relates to working in schools in boundary spanning roles and your specific understanding of application of this knowledge to your field of interest.. Your final project will be evaluated based on your ability to ground your discussion in the body of literature. You are encouraged use any course content that might lend strength to your position. In addition, you are expected to expand on this foundational knowledge in your specific field of interest. Be sure to connect your work to implications for teacher education, and teacher educators, working in schools.

	3	**2**	**1**	**0**
Proposal	Thorough description that includes overview, relevance, project	General description that includes overview, relevance, project	Minimal description that includes some of the following: overview, relevance,	Description of learning not included

	proposal and timeline	proposal and timeline	project proposal and timeline	
Annotated Bibliography	10 + brief summaries of relevant research articles	7+ brief summaries of relevant research articles	5+ brief summaries of relevant research articles	Few if any summaries of relevant research articles are 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 seminal 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 application to or implications for your practice	General description of application to or implications for your practice	Minimal descriptions of applications to or implications for your practice	Applications and 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

Blackboard Readings
*Additional readings may be assigned based on students' interests/needs

5/22	National Council for Accreditation of Teacher Education (2010). *Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved learning*. Washington, D.C. Retrieved from www.nacte.org/publications. Hollins, E. (2015). *Rethinking field experiences in preservice teacher preparation*. New York: Routledge.
5/24	ATE Field Standards: http://www.ate1.org/pubs/uploads/nfdfstds.pdf NAPDS 9 Essentials: http://napds.org/nine-essentials/ NCATE's PDS Standards: http://www.ncate.org/ProfessionalDevelopmentSchools/tabid/497/Default.aspx CAEP Standard 2: https://caepnet.files.wordpress.com/2014/04/caep_standard_2.pdf
5/31	Clift, R. T., & Brady, P. (2009). Research on methods courses and field experiences. In M. Cochran-Smith and K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education.* Mahway, NJ: Erlbaum.. Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education, 61*(1-2), 89-99. 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.), *The power of clinical preparation in teacher education.*

6/5	Holmes Group. (1990). *Tomorrow's teachers: Principles for the design of PDSs. A report of the Holmes group.* East Lansing, MI: Author. Valencia, S. W., Martin, S. D. Place, N.A., & Grossman, P. (2009). Interactions in student teaching: Lost opportunities for learning. *Journal of Teacher Education, 60*(3), 304-322. Slick, S. K. (1998). University supervisor: A disenfranchised outsider. *Teaching and Teacher Education, 148,* 821-834.
6/7	Cuenca, A. (2010). *In Loco Paedagogus:* The pedagogy of a novice university supervisor. *Studying Teacher Education,6*(1), 29-43.
6/12	Matsko, K. K., & Hammerness, K. (2014). Unpacking the "urban" in urban teacher education: Making a case for context-specific preparation. *Journal of Teacher Education, 65*(2), 128-144. Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis, 34*(1), 3-26. Stairs, A.J. (2010). Becoming an urban teacher in a professional development school: A view from preparation to practice. In A.J. Stairs & K.A. Donnell, *Research on Urban Teacher Learning.* Lanham, MD: Information Age Publishing.
6/14	Cochran-Smith, M. *Walking the road: Race, diversity, and social justice in teacher education.* New York: Teachers College Press (Chapters 2-5).
6/19	Koplin, T., Shoemaker, E., Allen, J., Cary, C., Cosenza, M., Ensey, P., McCambridge, M., Morris, J., & Trotter, J. (forthcoming 2015). Concept of readiness: Assessing factors in the development, implementation, and sustainability of a PDS partnership. *School University Partnership, 8*(1). Yendol-Hoppey, D., & Hoppey, D. (2013). Generating PDS possibility and practicality thinking using a case and protocol tool to enhance PDS Development. *School University Partnerships, 6*(1), 59-75.
6/21	*School University Partnerships Themed Issue: What is a PDS?* http://napds.org/journal/sup-2016-themed/

6/26	National Center on Time & Learning. *Time for teachers: Leveraging expanded time to strengthen instruction and empower teachers.* Boston, MA: Authors.