

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

ECED/EDUC 803.001 Teacher Preparation and Professional Development
3 Credits, Spring 2019
Thursdays/ 4:30 – 7:10 pm
Robinson B 204, 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. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDUC 803 and ECED 803.

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 education.
5. Plan and facilitate a seminar discussion on a peer-reviewed, research article related to teacher education.
6. Write a review of the literature on a promising practice in teacher education.
7. Engage in professional development opportunities that promote growth as a teacher educator.

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. ISBN: 9781433805615
- 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>.] ISBN (paperback): 9780309070362
- National Academies of Sciences, Engineering, and Medicine. (2018). *How people learn II: Learners, contexts, and cultures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24783>
- Join the National Center for Faculty Development & Diversity free Mason sub-account. See Blackboard for details.
- Join a professional organization that includes a focus on research in teacher education (e.g., AACTE, AERA Division K, ALER, AMTE, ASTE, ATE, DEC, LRA, NAECTE).

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
- Berchini, C. N. (2017). Critiquing un/critical pedagogies to move toward a pedagogy of responsibility in teacher education. *Journal of Teacher Education*, 68(1), 463-475. doi: 10.1177/0022487117702572
- 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.
- Catlett, C., Maude, S. P., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*. Unpublished manuscript.
- 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
- Dyches, J., & Boyd, A. (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge. *Journal of Teacher Education*, 68(5), 476-490. doi: 10.1177/0022487117705097
- 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
- Flores, M. A., (2018). Linking teaching and research in initial teacher education: knowledge mobilization and research-informed practice. *Journal of Education for Teaching*, 44, 621-636. doi: 10.1080/02607476.2018.1516351
- 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
- Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of

- Quality Teaching Rounds. *Teaching and Teacher Education*, 68, 99-113. doi: 10.1016/j.tate.2017.08.007
- Heikkinen, H. L. T., Wilkinson, J., Aspfors, J., & Bristol, L. (2018). Understanding mentoring of new teachers: Communicative and strategic practices in Australia and Finland. *Teaching and Teacher Education*, 71, 1-11. doi: 10.1016/j.tate.2017.11.025
- Hoppey, D., & Mickelson, A. M. (2017). Partnership and coteaching: Preparing preservice teachers to improve outcomes for students with disabilities. *Action in Teacher Education*, 39(2), 187-202. doi: 10.1080/01626620.2016.1273149
- 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. (2017). The critical role of professional communities in literacy teacher educator and researcher professional development. In R. D. Johnson, J. J. Araujo, & N. Cossa (Eds.), *Literacy: The Critical Role of Teacher Knowledge, 39th Yearbook of the Association of Literacy Researchers and Educators* (pp. 1-13). Association of Literacy Educators and Researchers.
- Kidd, J. K., Burns, M. S., & Nasser, I. (2019). The LEARN framework: A multi-faceted, integrated approach to professional development. *Using the LEARN framework to make intentional teaching work in early childhood classrooms*. Baltimore, MD: Paul H. Brookes.
- 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
- Kim, E., & Corcoran, R. P. (2018). Factors that influence pre-service teachers' persistence. *Teaching and Teacher Education*, 70, 204-214. doi: 10.1016/j.tate.2017.11.015
- Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Journal of Education for Teaching*, 44, 524-538. doi: 10.1080/02607476.2018.1516345
- La Velle, L., & Flores, M. A. (2018). Perspective on evidence-based knowledge for teachers: acquisition, mobilization and utilization. *Teaching and Teacher Education*, 71, 66-77. doi: 10.1016/j.tate.2017.12.009
- 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(4), 263-276. doi: 10.1177/0022487116660152
- Mouza, C., Nandakumar, R., Ozden, S. Y., & Karchmer-Klein, R. (2017). A longitudinal examination of preservice teachers' technological pedagogical content knowledge in the context of undergraduate teacher education. *Action in Teacher Education*, 39(2), 153-171. doi: 10.1080/01626620.2016.1248301
- Olsen, B., & Buchanan, R. (2017). "Everyone wants you to do everything": Investigating the professional identity development of teacher educators. *Teacher Education Quarterly*, 44(1), 9-34.
- Prenger, R., Poortman, C. L., & Handelzalts, A. (2017). Factors influencing teachers' professional development in networked professional learning communities. *Teaching and Teacher Education*, 68, 77-90. doi: 10.1016/j.tate.2017.08.014
- 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/>.

Vass, G. (2017). Preparing for culturally responsive schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5), 451-462. doi: 10.1177/0022487117702578

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-selected articles for seminar discussions

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 Analysis	March 7	25
Promising Practice in Teacher Education Proposal	March 21	10
Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation	April 11, 18, or 25	10
Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection	May 2	5
Teacher Educator/Researcher Professional Development Summary and Reflection	May 2	10
Promising Practice in Teacher Education Paper	May 9	25
TOTAL		100

- **Assignments and/or Examinations**

Teacher Educator Analysis (25 points)

Students will identify a teacher educator who is teaching a teacher education course for preservice or practicing teachers and is willing to participate in the project. The project will involve (a) reviewing documents related to the teacher educator, the teacher education program, and the course (e.g., the teacher educator's curriculum vita, the program requirements in the university catalog, the course syllabus, etc.); (b) observing a 3-hour class; (c) conducting pre- and post-observation interviews with the teacher educator; and (d) reflecting on what was learned and future implications. This process will culminate in a 12- to 15-page paper that links the information presented and analyzed to the course readings. The paper will include the following:

- An introduction that provides a framework for the paper and synthesizes information from course readings;
- The context, including information about the teacher educator, the teacher education program, the course, and the students;
- A description of the data sources and how the data were analyzed;
- An analysis that summarizes what was observed in class (e.g., the class lectures, discussions, and activities) and links the observations to course readings;
- An analysis that discusses the teacher educator's reflections on the class and links the reflections to course readings;

- An analysis that discusses the teacher educator's perspectives on teaching and being a teacher educator and links the discussion to course readings;
- A reflection that discusses what was learned and implications for future practice as a teacher educator and links reflections to course readings;
- A reference list in APA format that includes ECED/EDUC 803 course readings and additional relevant sources as needed; and
- An appendix (not included in the page count) that includes the teacher educator's curriculum vita, the teacher education program catalog requirements from the university catalog, the course syllabus, the pre- and post-observation interview questions, and other relevant materials as needed.

Promising Practice in Teacher Education Proposal (10 points)

Students will write a 3- to 5-page, double-spaced proposal for exploration of a promising practice in teacher education. Students will identify a promising practice in teacher education and will provide a rationale for proposing to study this practice. Students will provide a bibliography that includes 10 peer-reviewed research articles that could potentially be included in the final paper. Students will select three entries to annotate. Annotations will include, but are not limited to, the following information: (a) purpose of the study, (b) research questions, (c) research methods, (d) participant information, (e) data sources and analysis, (f) key results/findings, and (g) notes of interest or relevance.

Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation (10 points)

Students will facilitate a 30-minute seminar discussion on a peer-reviewed, research article published within the past five years related to a promising practice in teacher education. They will select the article and share it with their seminar group by uploading to Discussion Board on Blackboard 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 Student-Facilitated Seminar Discussion Reflection (5 points)

Students will write a 3- to 4-page reflection on what they learned about facilitating discussions from planning and facilitating their seminar discussion as well as from participating in their classmates' discussions. They will conclude by reflecting on implications for their future practice as a teacher educator.

Teacher Educator/Researcher Professional Development Summary and Reflection (10 points)

Students will engage in teacher educator professional development by joining a professional association with a focus on teacher education (e.g., AACTE, AERA Division K, ALER, AMTE, ASTE, ATE, DEC, LRA, NAECTE, etc.), reading relevant print and digital materials (e.g., journals, newsletters, reports, etc.), and attending a face-to-face (e.g., a conference or lecture) or online (e.g., webinar, podcast, etc.) learning opportunity. Students will write a 3- to 5-page, double-spaced paper that includes a chart or graphic summarizing the professional development

activities and a reflection on insights gained from their engagement in professional development that supports their growth as a teacher educator and researcher.

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, and
- A reference list in APA format.

- **Other Requirements**

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) 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 display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 website 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.
5. 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 = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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

Class Schedule

Class	Topics	Assignments & Readings Due
January 24	Course overview Exploring teacher educator identities	Boyd & Harris (2010) Izadinia (2014) Olsen & Buchanan (2017)
January 31	Developing professionally as teacher educators	Goodwin et al. (2014) Kidd (2017) Loughran (2014) <i>Share in class plans for completing the Teacher Educator Analysis.</i>

February 7	Taking into account how students and teachers learn	Bransford et al. (2000) Ch. 1, 2, & 8 <i>Share in class potential interview questions.</i>
February 14	Designing, implementing, and researching teacher preparation programs	All will read: Cochran-Smith & Villegas (2015) Cochran-Smith et al. (2015) National Academies of Sciences, Engineering, and Medicine (2018) Chapter 2 Read one of the following (will select in class which one): Catlett, Maude, & Skinner (2016) Kidd et al. (2008)
February 21	No Class Meeting: Conduct teacher education class observation and interviews.	Review course readings and reflect on links to information gathered during interviews and observations.
February 28	Preparing socially just teachers to work with diverse students, families, and communities	Berchini (2017) – all will read Read two of the following (will select in class which two): Dyches & Boyd (2017) Mills & Ballantyne (2016) Vass (2017) Whipp (2013)
March 7	Examining practices, trends, and issues in teacher preparation	Kim & Corcoran (2018) Kostiainen et al. (2018) Read one of the following (will select in class which one): Hoppey & Mickelson (2017) Flores (2018) Mouza et al. (2017) Other options may be added

		Due to Bb – Teacher Education Analysis
March 14	No Class: Spring Break	
March 21	Examining practices, trends, and issues in teacher professional development	Fishman et al. (2013) Gore et al. (2017) Heikkinen et al. (2018) La Velle, & Flores (2018) Prenger et al. (2017) Due to Bb – Promising Practice in Teacher Education Proposal
March 28	Designing, implementing, and researching teacher professional development	Avalos (2011) Kidd et al. (2019) Chapter TBD Tooley & Connally (2016) Due to Bb – Promising Practice Seminar Article
April 4	No Class Meeting: Engage in a teacher educator professional development activities.	Join a professional organization. Read print and digital materials. Attend a f2f or online professional development opportunity for teacher educators.
April 11	Promising practices – TBD Student Facilitators	Readings TBD by Student Facilitators Due to Bb – Seminar 1-4 Discussion Plans and Implementation
April 18	Promising practices – TBD Student Facilitators	Readings TBD by Student Facilitators Due to Bb – Seminar 5-8 Discussion Plans and Implementation
April 25	Promising practices – TBD Student Facilitators	Readings TBD by Student Facilitators Due to Bb – Seminar 9-12 Discussion Plans and Implementation

May 2	Exploring next steps in teacher preparation and professional development	Due to Bb – Seminar Discussion Reflection Due to Bb – Professional Development Summary and Reflection
May 9	No Class: Finals Week	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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

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

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