

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

ECED/EDUC 803.001 Teacher Preparation and Professional Development
3 Credits, Spring 2023, Bichronous
01/23/2023-05/17/2023, Mondays/ 4:30-7:10pm
(In-person meetings: 1/30, 2/27, 3/20, 4/24; Synchronous online meetings: 1/23,
2/6, 2/13, 3/27, 4/10, 5/1)
Horizon Hall 4008, Fairfax Campus

Faculty

Name: Elizabeth Levine Brown, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1804, Fairfax Campus
Office Phone: 703-993-5345
Email Address: ebrown11@gmu.edu

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 in-service teachers. 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

Class Readings

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

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 (review divisions and sigs), ALER, AMTE, ASTE, ATE, NAECTE, NAPDS).

Recommended Texts (excerpts provided in class)

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>

Class readings posted on Blackboard. Additional readings to be determined based on student selected articles for seminar discussions and according to student interests.

Course Performance Evaluation

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

Assignments	Due Dates	Points
Attendance and Participation <ul style="list-style-type: none">Self and Instructor Evaluation	Ongoing	30
Teacher Educator Analysis	March 7	50
Promising Practice in Teacher Education <ul style="list-style-type: none">Promising Practice in Teacher Education ProposalPromising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and ImplementationPromising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection	February 27 March 20/27 April 3	60 20 30 10
Teacher Educator/Researcher Professional Development Summary and Reflection	April 17 or May 8	10
Promising Practice in Teacher Education Proposal	May 1	25
TOTAL		175

- **Assignments and/or Examinations**

Attendance and Participation (30 points total)

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. To do this, **it is expected that you attend all scheduled classes**

and asynchronous/synchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week and there is no late work accepted.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. The instructor will also call on students to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, 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.

Teacher Educator Analysis (50 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 (for 1 hour); (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 10-page paper that links the information collected 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 (60 points overall)

This project has three parts and each of those parts are outlined below.

1) Promising Practice in Teacher Education Proposal (20 points)

Students will write a 3-4 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 proposal assignment. 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. **This is a collaborative assignment in pairs.**

2) Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation (30 points)

Students will facilitate a 45-minute seminar discussion on a peer-reviewed, research article published within the past five years related to a promising practice in teacher education. Students will select **2 articles** and share those two articles with classmates by uploading them to Discussion Board on Blackboard at least two weeks prior to their seminar discussion date. Students will submit a lesson plan for how they will: (a) draw classmates into the discussion, (b) facilitate the discussion, (c) engage classmates in simulated activities regarding the seminar topic, and (d) bring closure to the discussion. Students will write a rationale for the instructional decisions they made using readings and other relevant sources to support their decisions. Students will include a reference list in APA format. **This is a collaborative assignment in pairs.**

3) Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection (10 points)

Students will write a 2-3-page reflection on what they learned about facilitating their seminar discussion. Inclusive in the reflection should be considerations to the collaboration approaches used to plan, design and implement the seminar. Perceptions on how the seminar was facilitated, classmates' participation and acquisition of content should also be considered. Students 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-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 Proposal (25 points)

Students will write a 2,000 word or fewer proposal on a promising practice in teacher education. This proposal should align with your research interests in reference to teacher education and aim for submission to your affiliated professional organization (e.g., AERA). Students will include the following in their paper:

- 1) objectives or purposes;
- 2) perspective(s) or theoretical framework;
- 3) methods, techniques, or modes of inquiry;
- 4) data sources, evidence, objects, or materials;
- 5) results and/or substantiated conclusions or warrants for arguments/point of view; and
- 6) scientific or scholarly significance of the study or work.

The proposal should also adhere to 1) 15 words or fewer for the proposal title and 2) 120 words or fewer for the abstract. References (in APA), tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count.

- **Other Requirements**

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. 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

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	

B	80-84	3.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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 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 graduate 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 Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

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 <https://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://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <http://alert.gmu.edu>. Further information about emergency procedures exists on emergency.gmu.edu.

CLASS SCHEDULE

Note: Calendar is tentative and may be modified in line with course needs.

Readings uploaded to Blackboard.

Date	Guiding Questions/Topics	Readings	Assignments
Monday, January 23 Synchronous Online GMU ZOOM	Getting to know each other! Course overview Exploring teacher educator identities	Izadinia (2014) Richter et al. (2021)	Review syllabus
Monday, January 30 F2F Horizon Hall 4008	Developing professionally as teacher educators	Goodwin et al. (2014) Loughran (2014) Olsen & Buchanan (2017)	Share <i>in class</i> plans for completing the Teacher Educator Analysis
Monday, February 6 Synchronous Online GMU ZOOM	Taking into account how students and teachers learn	Bransford et al. (2005) Bransford et al. (2000) Ch. 1 & 2	Share <i>in class</i> potential interview questions for Teacher Educator Analysis Confirm partner for Promising Practice in Teacher Education Proposal & Seminar Facilitation
Monday, February 13 Synchronous Online GMU ZOOM	Designing, implementing, and researching teacher preparation programs	All will read: Bransford et al. (2000) Chapter 8 National Academies of Sciences, Engineering, and Medicine (2018) Chapter 2 Read one of the following (will select in class which one): Whipp (2013) Kidd et al. (2008) Dyches & Boyd (2017) Ball (2016)	Begin Teacher Educator Analysis Interviews, Observations, Document Reviews, etc. Begin exploration into Promising Practice in Teacher Education Proposal

<p>Monday, February 20 Asynchronous</p>	<p>Conduct teacher education class observation and interviews.</p>	<p>Cochran-Smith & Villegas (2015) Cochran-Smith et al. (2015)</p>	<p>Review course readings and reflect on links to information gathered during interviews and observations</p>
<p>Monday, February 27 F2F Horizon Hall 4008</p>	<p>Preparing socially just teachers to work with diverse students, families, and communities</p>	<p>All will read: Regan & Hambacher (2021) Moore (2021)</p> <p>Read one of the following (will select in class which one): Karabon (2021) Mills & Ballantyne (2016) Berchini (2017)</p>	<p>Due to Blackboard: Promising Practice in Teacher Education Proposal (Part 1 of assignment)</p>
<p>Monday, March 6 Asynchronous</p>	<p>Examining practices, trends, and issues in teacher preparation</p>	<p>Kim & Corcoran (2018) Kostiainen et al. (2018)</p> <p>Read one of the following (will select in class which one): Hoppey & Mickelson (2017) Flores (2018) Mouza et al. (2017)</p>	<p>Due to Blackboard by 3/7: Teacher Education Analysis</p> <p>Begin work on Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation</p> <p>Meet with Dr. Brown to discuss and focus your promising practice Student-Facilitated Seminar Discussion Plans and Implementation lesson plan (schedule conference)</p> <p>By conference, due to Bb: Promising Practice Seminar Articles</p>

March 13-March 17 GMU Spring Break			
Monday, March 20 F2F Horizon Hall 4008	Promising practices – TBD Student Facilitators	Readings TBD	Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation (2 groups) (Part 2 of assignment)
Monday, March 27 Synchronous Online GMU ZOOM	Promising practices – TBD Student Facilitators	Readings TBD	Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Plans and Implementation (1 group) (Part 2 of assignment)
Monday, April 3 Asynchronous	Begin work on Promising Practice in Teacher Education Proposal		Due to Blackboard: Promising Practice in Teacher Education Student-Facilitated Seminar Discussion Reflection (Part 3 of assignment)
Monday, April 10 Synchronous Online GMU ZOOM	Examining practices, trends, and issues in teacher professional development	Darling-Hammond (2017) Gore et al. (2017) Read one of the following: La Velle, & Flores (2018) Prenger et al. (2017) Fleer et al (2021)	Continue work on Promising Practice in Teacher Education Proposal
Monday, April 17 Asynchronous	AERA Conference (F2F) – Engage in a teacher educator professional development experience.		If you attend F2F conference: Due to Blackboard by 4/17: Teacher Educator/Researcher Professional Development Summary and Reflection
Monday, April 24 F2F Horizon Hall 4008	Designing, implementing, and researching teacher professional development	Avalos (2011) Kidd et al. (2019) Chapter TBD Tooley & Connally (2016)	

	Promising Practice in Teacher Education Proposal Workshop		
Monday, May 1 Synchronous Online GMU ZOOM May 4-5	TBD AERA virtual options Engage in a teacher educator professional development experience.	TBD	Due to Blackboard: Promising Practice in Teacher Education Proposal If you attend virtual conference: Due to Blackboard by 5/8: Teacher Educator/Researcher Professional Development Summary and Reflection