

The Teaching Professional
Education 15:255:539
Spring 2013
Sections 2 & 3
Thursdays 1:10PM – 4:10PM in GSE Room 030

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| Part I Instructor Carolyn Q. Hickey cabqh@verizon.net 908.625.1685 Office Hours by appointment | Part Two Malila Robinson nosnibor@rci.rutgers.edu Office hours by appointment |
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Course Description:

This course is intended to encourage you to understand and apply key concepts associated with the transition from educational novice to education professional. The course is broken into two parts.

PART ONE asks “How do professional communities and organizations shape the work that teachers do?” The focus will be on:

- (1) Expectations and meanings relating to teaching as a profession;
- (2) Relations of the teacher as a professional to school and other contexts;
- (3) Inquiry and teacher learning;
- (4) Reflection and community in the professional life of a teacher;
- (5) The teacher’s relations to “local stakeholders” within school communities; and
- (6) What matters in academic preparation for teaching?

Part Two explores the question: “What are the legal rights and responsibilities of educational professionals?” In Part Two, we will explore how people think about teaching and what demographics tell us about who teachers are. We will examine problems of professional practice in the context of finance and governance, of work-life balance, of teacher identity, of schools as workplaces, of legal regulations concerning teachers’ and students’ rights and responsibilities.

For this course you will be required to write a **professional development plan** and a **teaching philosophy paper** that will guide your continued development as a teacher and that incorporate key themes from this course and, more broadly, from your entire program. Both of these are portfolio artifacts.

Course Texts:

PART ONE: All readings are found on Sakai.

Part Two: Schimmel, Fischer and Stellman, (2008). *School Law: What Every Educator Should Know*. Boston: Pearson. Additional readings on Sakai

Course Requirements

PART ONE (50 points):

- A) *Personal Teaching Philosophy Paper (20 points):*** What is your personal teaching philosophy? Include what you believe the purpose of education is and how you plan to use your teaching philosophy to inform your educational pedagogy in the classroom or as a researcher (or both). This paper must be properly cited using the APA format and be 4-6 pages in length. Additional

instructions and the rubric can be found on Sakai. This artifact is to be uploaded by **March 7 or May 2**. Late papers will lose one point for each day that they are late.

B) Problem-posing vignette (10 points): Each student will write a 2-3 page descriptive vignette of a specific event, from his/her internship, that was particularly interesting, provocative, troubling or challenging. Include a focusing question for group discussion. This "problem-posing" vignette will be shared with a small, interdisciplinary group using a particular discussion format called a "reflective conversation." The group will make observations, raise questions, and make recommendations or suggestions with regard to the vignette. **Due Feb 21 or Apr 18**

C) Sakai Class Discussions (6 points): Each of you will be responsible for posting and responding to at least one newspaper article, scholarly journal article, scholarly blog link, etc. The post should relate to the upcoming week's readings and must post by midnight on the Monday before our class will discuss that topic. In addition to your posted article/link, you must provide a written paragraph explaining how it is relevant to that week's topic. Please place the links/articles and discussions in the 'Class Discussion' section of Sakai in the Discussion and Private Messages Tab. You will only receive credit for an article or link that hasn't already been posted.

D) Class Attendance/Participation (14 points): Discussion of readings is essential to the course objectives. Your input will help make this experience more meaningful for you and your classmates. As a full-fledged participant, you are expected to be in class on time and prepared to initiate and respond to questions. An unexcused absence will lower your grade by 2 points. In order for an absence to be considered (at my discretion) excused, you must contact me before the scheduled class, or provide written permission from a doctor or Dean.

Part Two: Professional conduct and decision making. How should an educational professional act in and outside of school? What factors should a teacher consider when making decisions?

Week One: Introduction to the course. Introduction to teaching as an ideal. What does it mean to be a teacher? How do teachers conceive of their roles? How does society conceive of teachers? What do demographic data tell us about who teachers are, and how does this square with popular conceptions?

- Read syllabus
- In class readings/activities

Week Two: Context. How do governance and finance affect teacher's work? What are the pros and cons of high-stakes testing for teachers and students?

- Sakai: Pugach, *Because Teaching Matters: An Introduction to the Profession*, 2nd edition (2009), Chapter 10, "How Governing and Financing Schools influence teacher's work." (331-369)
- Schimmel, Fischer and Stelman, (2008). Chapter 11 (144-149); Appendix A-B (151-154).

Week Three: Teaching as a job. How do teacher contracts, tenure, and collective bargaining shape the work that teachers do? What is due process? How does teaching compare to other professions in terms of compensation and working conditions? What is reasonable to expect in a contract? What are unions good for?

- Schimmel, Fischer and Stelman, (2008). Chapters 1 and 2 (1-31)
- Please review the teacher contract on Sakai

PROFESSIONAL DEVELOPMENT PLAN ASSIGNMENT DUE 2/8 & 4/5

As a new teacher, you need to know that you will be required to maintain an individual professional development plan each and every year. The intent of such plans is to foster personal growth with respect to teaching. When you begin teaching, you will discuss your plan with your supervisor and have the plan approved. The plan itself should incorporate the standards established by the state. For now, you will develop a plan on your own.

Review the self-evaluation of your teaching internship that you completed at the end of your internship. In light of this evaluation and considering your experiences on the internship, examine the [New Jersey Professional Teaching Standards](#) to identify one or two areas you think you should focus on to improve your teaching. The standards reflect categories of skills and expertise. What would like to know more about or be able to do better?

Essay portion: Please answer the following questions:

1. **What are two areas of skill that you would like to focus on?**
2. **Explain why you have chosen each**
3. **Explain what have you learned, or thought about, since your internship experience, that has given you ideas about how to improve in these areas.**
4. **Describe your specific plan for the next year to help you develop in these areas.**
5. **Indicate how the above goals relate to the New Jersey Standards for Professional Development:**

SAMPLE ACTIVITIES AND RESOURCES CHART for Professional Development Plan

For each area of skill that you identified as needing some improvement, describe how you are going to make the improvement. In other words, describe the activities in which you will participate that will allow you to accomplish your goals. Identify the resources you will need to help you succeed. This chart must be included at the end of your paper. Use one box for each standard that you choose.

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| <p>GOAL</p> <p>ACTIVITIES</p> <p>RESOURCES</p> |
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Week Four: What are important legal rights and responsibilities for teachers? What are common misconceptions of these rights and responsibilities?

- Schimmel, Fischer and Stellman, (2008). Chapters 3, 4 and 8 (32-69 & 102-120).

Week Five: What are important legal rights for students? (Freedom from discrimination, Freedom of speech and expression, Search and Seizure, School records, Discipline.)

- Schimmel, Fischer and Stellman, (2008). Chapters 5-6 and 10 (70-92 & 130-143).

Week Six: Religion and Public Education--considerations for teachers, students, and communities. How should public school teachers make decisions regarding religion in their classroom and school?

- Schimmel, Fischer and Stellman, (2008). Chapter 7 (93-101).

Week Seven: Teachers lives outside the school. How does being a teacher affect one's personal life? How should it?

- Sakai: Teachers Struggle to Separate Private and Professional Lives Online (1-10)
- Schimmel, Fischer and Stelman, (2008). Chapter 9 (121-129)

The **final assignment** will involve the analysis of a dilemma related to either students' or teachers' rights. Your solution must include consideration of teachers and students rights and responsibilities under the law, with sensitivity to the school and community context. **2-3 pages. Due 3/8 & 4/26**

Remember to post your PDP to your Teacher Ed Portfolio by May 3rd at midnight.

RULES FOR BOTH SECTIONS OF THE COURSE

Academic Integrity: We expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or your Professor. Assignments, however, should be your own work, except in cases where we have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or "borrow" friends' work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (http://www.rcstudentservice.rutgers.edu/academic_integrity.html).

NJ Professional Standards For Teachers Relevant to this Course

10. Standard Ten: Professional Development.

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

- i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.*
- ii. Teachers value and are committed to:*
 - (1) Refining practices that address the needs of all students and the school community;
 - (2) Professional reflection, assessment and learning as an ongoing process; and
 - (3) Collaboration with colleagues to give and receive help.
- iii. Teachers engage in activities to:*
 - (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
 - (2) Learn through professional education organizations; and
 - (3) Make the entire school a productive learning climate through participation in collegial activities.

11. Standard Eleven: Professional Responsibility.

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

i. Teachers know and understand:

- (1) Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- (2) Strategies to foster professional and productive relationships with students and colleagues.

ii. Teachers value and are committed to:

- (1) Recognizing that an educator's actions reflect on the status and substance of the profession;
- (2) Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;
- (3) Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
- (4) Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

iii. Teachers engage in activities to:

- (1) Promote aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (2) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;
- (3) Maintain professional relationships with students and colleagues;
- (4) Provide access to various points of view without deliberate distortion of subject matter; and
- (5) Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

Grade distribution

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| A | 92 – 100 points | C+ | 76 – 81 points |
| B+ | 86 - 91 points | C | 70 – 75 points |
| B | 82 – 85 points | F | below 70 points |

Weekly Readings

PART ONE: How can teachers make the most of their context to develop as professional? How can collaboration improve practice and strengthen the profession of teaching? What are the possibilities for teacher professional development?

Week 1 (Jan 24 or Mar 14)

Teacher work lives: How does the culture of teaching affect the professional life of teachers? In what ways are schools typically structured for professional development and growth? How do the explicit and the tacit cultural messages about teaching influence teachers' professional behavior and potential growth?

Readings:

- Norlander-Case, Reagan, & Case (1999). *The Professional Teacher – Intro & Chapter 1*

- Little & McLaughlin (1993). *Teachers Work: Individuals, Colleagues, & Contexts*. TC Press: NY. **Chapter 3**
- Diaz-Magioli (2004). *Professional Development Today*. **Chapter 1**

Week 2 (Jan 31 or Mar 28)

Teacher Community: What is teacher community? How can teacher community be a force for professional development or perhaps, professional regression? What institutional factors make it hard for teachers to collaborate? Using McLaughlin and Talbot's measures, how would you rate your placement school? What changes would you suggest?

Readings:

- McLaughlin and Talbert (2003). *Building School-based Teacher Learning communities*. TC Press: NY. **Chap. 1-2, 5**

Week 3 (Feb 7 or Apr 4)

Working with local stakeholders: What are the challenges facing teachers when working with local stakeholders? What are the challenges that local stakeholders face when working with teachers?

Readings:

- Moll, Amanti, Neff, & Gonzalez (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2).
- K. Hoover-Dempsey, M. Walterk, H. Sandler, D. Whetsel, C. Green, A. Wilkins, & K. Closen. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 2 (106), 105-30.

Professional Associations: Do teacher's professional associations contribute to professional growth? How different are the concerns and controversies within each discipline? Today we will jigsaw readings, and students will form interdisciplinary groups.

Peruse the website of the professional organization that is most closely linked to your field: (Viewing guide to be handed out in class)

- Social Studies – NCSS - <http://www.socialstudies.org/>
- Reading (elem) IRA - <http://www.reading.org/General/Default.aspx>
- English – NCTE - <http://www.ncte.org/>
- Mathematics – NCTM - <http://www.nctm.org/>
- Science – NSTA - <http://www.nsta.org/>
- Science – NCSE - <http://ncse.com/>
- Special Education – NASET - <http://www.naset.org/>
- Language – ACTFL - <http://www.actfl.org/i4a/pages/index.cfm?pageid=1>
- ESL – NABE - <http://www.nabe.org/>

Week 4 (Feb 14 or Apr 11)

Teacher education in teachers' education: How adequately does teacher education prepare educational professionals? What are the strengths and weaknesses of traditional programs? Of this program? What should happen next? How can schools of education be useful to teachers as they grow as professionals within certificate programs or when pursuing advanced degrees?

Readings:

- Kennedy, M. M. (2008). The place of teacher education in teachers' education. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education* (3rd edition), pp. 1199-1203.

- Melnick & Zeichner (1998). Teacher education's responsibility to address diversity issues: Enhancing institutional capacity. *Theory into Practice*, 37(2).
- Graber, Kim (1996). Influencing student beliefs: The design of a high impact teacher education program. *Teaching & Teacher Education*, 12(5), 451-466.
- Review all of the programs and certificates offered at Rutgers Graduate School of Education at www.gse.rutgers.edu

Week 5 (Feb 21 Apr 18)

Self-development: What does it mean to be a reflective, inquiring teacher? How can teachers identify problems of practice and find solutions?

Readings:

- Brookfield (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Wiley & Sons. **Chapter 7**
- Zeichner & Liston (1996). *Reflective Teaching: An Introduction*. Mahwah, NJ: Lawrence Erlbaum. **Chap1, 5, 6**

Week 6 (Feb 28 or Apr 25)

Modes of Inquiry and Professional Development: What different kinds of approaches do educational researchers take to answer their questions? How can teachers find relevant educational research? How can we distinguish between low and high quality research? How can this research apply to a teacher's problems of practice?

Week 7 (Mar 7 or May 2)

Strategies for continuing to develop as a teacher: What is a high quality teacher? What does a novice teacher need?

Readings:

- Dudley- Marling, Abt-Perkins, Sato, & Selfe (2006). *Teacher Quality: The perspectives of NCTE members*. English Education.

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- Schimmel, Fischer and Stellman, (2008). Chapter 7 (93-101).
- Sakai: Pew Forum on Religion & Public Life and the First Amendment Center. *Teaching about religion in America's public schools: Where do we go from here?*

Week Seven: Teachers lives outside the school. How does being a teacher affect one's personal life? How should it?

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The final assignment will involve the analysis of a dilemma related to either students' or teachers' rights. Your solution must include consideration of teachers and students rights and responsibilities under the law, with sensitivity to the school and community context. 2-3 pages.

| GSE Expectation to be Assessed in the Teaching Philosophy Paper | 0 - Missing from Plan | 1 - Does Not Meet Expectations for a Professional | 2 - Meets Expectations for a Professional | 3 - Exceeds Expectations for a Professional |
|--|------------------------------|---|--|--|
| Writing is clear and well edited | Missing | The writing contains spelling and/or grammatical errors or is ill-structured | Writing is clear and well-edited | The writing is clear, statements are supported, and is well-edited |
| Identifies an age group and discusses the purposes of schooling for that age group | Missing | Is vague about the age group targeted, discusses purposes of schooling in generalities or fails to support assertions about purposes of schooling | Identifies an age group and discusses the purposes of schooling for that age group | Clearly identifies an age group, discusses the purposes of schooling and provides specific examples of why these purposes are important |
| Identifies central questions or dilemmas in the discipline (for elementary, identifies key dilemmas in education) | Missing | Vaguely describes a key issue/question but provides no support for why the issue is important | Identifies central questions or dilemmas in the discipline (for elementary, identifies key dilemmas in education) but does not provide support for assertions of key issues. Gives specific examples from teaching | Identifies central questions or dilemmas in the discipline (for elementary, identifies key dilemmas in education) and provides support for assertions of key issues. Gives specific examples from teaching |
| Describes how students learn | Missing | Describes how students learn but do not present a comprehensive view of learning from a coherent standpoint | Describes how students learn but do and presents a comprehensive view of learning from a coherent standpoint | Describes how students learn but do and presents a comprehensive view of learning from a coherent standpoint. Provides specific examples from teaching |
| Describes how she/he plans to teach (including pedagogy, use of technology, and assessment) | Missing | Describes how he/she plans to teach but does not provide much detail nor does he/she address issues of the use of technology or assessment | Describes how he/she plans to teach (including pedagogy, use of technology, and assessment) | Describes how he/she plans to teach (including pedagogy, use of technology, and assessment). Provides specific examples from teaching |

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| Describes why and how he/she will respond to individual differences in ability, interest, and backgrounds of students | Missing | Makes general statements about responding to individual differences but does not explain WHY he/she will do so | Describes why and how he/she will respond to individual differences in ability, interest, and backgrounds of students | Describes why and how he/she will respond to individual differences in ability, interest, and backgrounds of students. Gives specific examples based on teaching |
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