

Educating Teachers 15:267:610:01
spring 2013 Syllabus

Instructor: Lesley M. Morrow, Ph.D.

Office: Graduation School of Education, Room 206a

Class Location and Time: GSE Room 30, Thursdays 4:50-7:30 pm

Office Hours: by appointment

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Course Description

This class is for students who are currently working in, or seek to work in, a teacher education institution (community college, 4 year college or university). We will discuss research on teacher education, routes to preparation, and what is known about effective curriculum and strategies used to educate teachers. We will explore the challenges facing teachers discuss best practice to develop excellent, committed and motivated teachers who will improve the educational outcomes of all learners. By the end of this class students will:

- Learn about the different roles that a college instructor participates in as a member of a faculty and beyond his/her college or university;
- Learn the history, theory, research, and policy within the field of teacher education;
- Learn the contexts in which teacher education takes place; (eg. college route, alternate routes, Teach for America, etc.; and the debates in the field related to the best route;
- Identify the components and practical strategies for your teaching of college students
- Discuss the importance of a types of clinical experiences needed in teacher preparation programs
- CCSS: Common Core and State Standards in Teacher Education
- Learn about the assessment of teacher education programs, teacher performance assessments and self assessment.
- Presenting at conferences, research, writing, publishing
- Discover how to utilize resources in teacher education outside of the university such as school partnerships, professional organizations, conferences, grants;
- Become familiar with face to face, online and hybrid teacher education courses

Required Texts:

Brinkley, et. al. The Chicago Handbook for Teachers: A Practical Guide to the College Classroom 2nd Ed. Chicago: University of Chicago Press. (CHT)

Thormann & Zimmerman. The Complete Step-by-Step Guide to Designing & Teaching Online Courses. (DOC)

Darling-Hammond, L. Powerful Teacher Education: Lessons from exemplary programs (PTE)

Suggested Books for Reference

Barkley, Cross, Major: Collaborative Learning Techniques: A Handbook for College Faculty, 2005. CA: Jossey-Bass. (available as an e-book) (CLT)

Barkley, E. (2010) Student Engagement Techniques: A Handbook for College Faculty CA: Jossey Bass. (available as an e-book) (SET)

Required online Articles: OA (Listed with course topics)

E-College Access

This course will be delivered partially online through e-College. You have access to e-College by typing <http://e-college.rutgers.edu>. Contact David Schober (8:30 -4:30) Phone: [732-932-4702](tel:732-932-4702) schober@docs.rutgers.edu. 24/7/365 is 877-778-8437, tch@teachingchannel.org [via amazonses.com](http://via.amazonses.com)

Course Outline of Topics and Reading

Jan. 24: Topics

Discuss Organizational Approaches for the Preparation of Teachers
Review of Course Outline
The Challenges of Becoming and Academic

Readings: All of the following are on our website

- Teacher Education and the American Future: Darling-Hammond: (OA)
- Studying Teacher Education-Teacher Education Programs pp. 651-684: OA
- Teach for America and Teacher Education, D. Lagaree: (OA)
- An Uneasy Relationship- History of Teacher Education, D. Labaree: (OA)

Jan. 31: Topics

Building your career in teacher education.
What is the job description?
What Students in a Teacher Education Program need to Learn

Readings:

- Morrow, L.M. (2012). Becoming and Academic: Challenges, Guidance, Opportunities, Passion, Literacy Research Association Yearbook (OA)
- Powerful Teacher Education (PTE) Chapter 4
- NJ Professional Standards for Teachers and Leaders, NJ Dept. of Ed. (OA)
- Eight Questions on Teacher Preparation (OA)
- InTASC: Model Core Teaching Standards (OA)

Feb. 7: Topics

Organizing for Culturally sensitive teaching in TE
The syllabus, on line teaching, face to face teaching, Hybrid

Readings:

- Preparing Culturally Responsive teachers- A. Villegas and T. Lucas
- PTE: Educating for Equity: chapter 8 (CHT)
- PTE: Designing and Teaching Online Courses: Chapt. 7 (DOC)
- The Chicago Handbook for Teachers: chapters 1, 2, 11 (CHT)
- Designing & Teaching Online Courses, chapters, 1,2,3,4 (DOC)
- Sample syllabi

Feb. 14: Topics

Strategies (preparation for your presentations) Inquiry circles, reciprocal teaching: Predicting, questioning, clarifying, summarizing, collaborative group work, Action research, Inquire Circles, Graphic Organizers, Think-Pair-Share, Debates Online, hybrid, wikis; blogs, webinars, podcasts, creating video

Readings:

- Designing & Teaching Online Courses- chap. 4, 5
- The Chicago Handbook for Teachers- chap. 3, 4
- Online: Teaching Strategies that work: Instructional Strategies that Facilitate Learning Across Content Areas
- Collaborative Learning Techniques (book)
- Student Engagement Techniques: A Handbook for College Faculty (book)

Feb. 21: Topics

Clinical work: Cases, Simulations, Portfolios, Videos, mentoring student teachers, School Partnership, the Induction Year

Readings:

PTE: chapt. 6

- Studying Teacher Education: Research on Pedagogical Approaches, pages 429 to 448
- NCATE: Transforming Teacher Education Through Clinical Practice
- Student teaching materials from Rutgers

Feb. 28: Hybrid**March 7 Topics**

Assessment - self assessment, assessing the college student, TE program assessment, Assessing Teachers in the classroom (test scores, the environment, content knowledge, etc.:

Reading:

Powerful Teacher Education, chap. 5

Chicago Handbook for Teachers; chap.6 & 8

Designing and Teaching Online Courses; chap. 6

March 14- Hybrid

March 21

Navigating the life of an academic: Staying current, Presentations, Publishing, Professional Development, Professional Organizations, Journals, Conferences, Grants

- Bring a journal in your area of expertise
- Bring in a conference brochure for your area of expertise
- Bring in materials from a Professional Organization dealing with your expertise
- Bring in an Ad for a Grant
- Bring in an idea about a topic you would like to publish

March 28: hybrid

April 4: hybrid

April 11

April 18 hybrid

April 25 Presentations

May 2 Presentations

May 9

Out of Class Assignments

Assignment 1: Participation in our face-to-face and online discussions

Some of our classes will be conducted face-to-face, in the field and online. You are asked to prepare for these sessions by reading the assigned texts and by actively participating in our discussions and activities.

Assignment 2: Interview a Professor from a teaching college about their job. Reflect upon the differences between the job of a professor in a teaching college and one in a Tier 1 research institution.

1. Describe all aspects of your job.
2. What do you spend most of your time on?
3. What do you like the most about your job?
4. What does your institution value most about what you do on the job?
5. What advice would you give to a person whose goal is to teach college?
 - a. at a tier 1 research institution or
 - b. at a teaching college?
6. Additional questions you think of to ask
7. Compare the positions. What do they do alike and different?
8. Discussion and reflection: **Due Date: Feb. 7**

Assignment 3: Interview about Field Experiences.

Student teaching and field experiences are extremely important in teacher education. The practical hands-on experience in a supervised setting enables prospective teachers to bridge the gap between theory and practice. Carry out an interview with either a student teacher who taught this fall or a practicum student. Ask the following questions

1. Was your interview with a student teacher or practicum student?
2. The grade and content they taught, school and town of the experience;
3. Their general description of what they did during the experience;
4. How they were mentored and supervised,
5. The degree of match between coursework and the field placement,
6. What they learned about dealing with cultural differences during the experience,
7. The pros and cons of the experience
8. Does the former student teacher believe that they had ample clinical experience or do they think there should be more?

Hand in the survey with answers. Then evaluate the clinical experience based on the interview, the student teaching and practicum experiences, the materials we provide for our student teaching and the assigned chapters to read. What is good about our clinical program for Teacher Preparation, how could it be improved. **Due date (Feb. 21)**

Assignment 4: Evaluating Teachers.

Collect materials about teacher assessment from New Jersey and other states, from school districts, etc. With another student in the class create a form that you believe is the best way to evaluate classroom teachers, and student teachers, for example, using student test scores, testing a teacher's knowledge of their content area, video taping performance. etc. How often should this happen and who should be doing the observations, interviews, etc. Your response to this question will be discussed with the class and issues that are different will be reflected upon. (2 page paper) **Due Date March 21**

Assignment 5: Class Design and Practice Task (Set up visits when convenient for you)

Working with a faculty member, you will observe about 3 classes in a college classroom. If possible you will teach one or more classes. The class will be designed for face-to-face learning. Write a lesson plan for the class with the form provided which will include theory and research and exemplary **teaching strategies** to motivate your students. In the plan address issues of equity, social justice and or cultural differences. Include excellent strategies appropriate for adult learners and college level instruction such as; problem-based learning, cases, a group project, lecture, demonstration; etc. Teach the class and videotape yourself teaching. After receiving feedback from the faculty member and student participants (on a form provided) review the video and evaluations of your teaching. Write a one page reflection describing: challenges when designing instruction and suggestions for improvement. Hand in the lesson, your reflection and the video. (Due when your field work is completed, Due date **(Around the end of April)**)

Assignment 6:

6 a. Create a syllabus for a course 1 credit 5 week course that has one online class, one hybrid class and 3 face to face classes in an area of your expertise. A syllabus outline will be provided for you to follow. Include the purpose of the course, readings, topics to be discussed, assignments, and class activities for each that utilize exemplary strategies for teaching college. Prepare 2 half hour sessions from your syllabus for the class to participate in. Present the face to face in class, upload the online class.

6b. All students will be required to do one person's online class and report on, the objective, the content, the activities involved and a report positive reflections and constructive reflections for improvement. (April 25 to hand in, discuss the online)

Class Assignment 7: Creation of a Teacher Education Programs.

With two colleagues, create what you believe to be an outlined plan for an excellent teacher education program. To do this first read about other programs. Each of you reflect on your experiences from your own teacher education program. Review requirements that TEAC and NCATE provide for the preparation of teachers. Refer to our readings that are pertinent such as Standards for Teachers? Based on the information found write an outline of what you believe to be effective teacher preparation for all teachers. Include the basis on which you will accept students, types of individuals you want in the profession, knowledge to learn and how and where it is learned. Describe clinical work, evaluations, social justice issues, the induction year, etc. Include a concentration for your content area (e.g. literacy, math, science, social studies, etc.).

Assignment 8: Attend a Professional Development Program

Write a one page review of the experience.

Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog
Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check e-college for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through e-college



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