

**The Teaching Professional**  
**Education 15:255:539**  
Spring 2014  
Sections 2 & 3  
Thursdays 1:10PM – 4:10PM in GSE Room 030

<b>Part I</b> Instructor Carolyn Q. Hickey cabqh@verizon.net 908.625.1685 Office Hours by appointment	<b>Part Two</b> 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?

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.

**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 Late Phase artifact is to be uploaded by **Mar 6/ May 1**. 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 20/Apr 17.**

**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.

#### Grade distribution

<b>A</b>	<b>92 – 100 points</b>	<b>C+</b>	<b>76 – 81 points</b>
<b>B+</b>	<b>86 - 91 points</b>	<b>C</b>	<b>70 – 75 points</b>
<b>B</b>	<b>82 – 85 points</b>	<b>F</b>	<b>below 70 points</b>

#### 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 23) (Mar 13)

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 30) (Mar 27)

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 6) (Apr 3)**

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. Cluson. (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?

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/>
- Dance – (NDEO) – <http://www.ndeo.org>

### **Week 4 (Feb 13) (Apr 10)**

Teacher education in teachers' education: How adequately does teacher education prepare educational professionals? What are the strengths and weaknesses of traditional program and 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* (3<sup>rd</sup> edition), pp. 1199-1203.
- Cochran-Smith, M. (2005). The New Teacher Education: For Better or for Worse? in *EDUCATIONAL RESEARCHER* ; 34; 3.
- Melnick & Zeichner (1998). Teacher educations 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.

**Week 5 (Feb 20) (Apr 17)**

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 27) (Apr 24)**

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 6) (May 1)**

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.

<b>GSE Expectation to be Assessed in the Teaching Philosophy Paper</b>	<b>0 - Missing from Plan</b>	<b>1 - Does Not Meet Expectations for a Professional</b>	<b>2 - Meets Expectations for a Professional</b>	<b>3 - Exceeds Expectations for a Professional</b>
<b>Writing is clear and well edited</b>	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
<b>Identifies an age group and discusses the purposes of schooling for that age group</b>	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
<b>Identifies central questions or dilemmas in the discipline (for elementary, identifies key dilemmas in education)</b>	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
<b>Describes how students learn</b>	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
<b>Describes how she/he plans to teach (including pedagogy, use of technology, and assessment)</b>	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

<b>Describes why and how he/she will respond to individual differences in ability, interest, and backgrounds of students</b>	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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### Problem Posing Vignette

<b>Criterion to be assessed</b>	<b>0 Absent or very incomplete</b>	<b>1 Does not meet expectations</b>	<b>2 Meets expectations</b>	<b>3 Exceeds expectations</b>
Writing is clear, well-organized, and well-edited.				
Provides specific and appropriate details				
Assignment is thorough and complete				
Assignment shows evidence of reflection and critical thinking				
Research article is relevant and practical				

**Comments:**