

**The Teaching Profession Syllabus-Part Two**  
**Education 15:255:539:04 & 05**  
Spring 2014  
Sections 04 & 05  
Thursdays 4:50PM – 7:30PM

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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 educational professional. **The course is divided into two parts.** Part One explores the question: “How should an educational professional act in and outside of school?” Part Two asks “Is mastery of the technical aspect of teaching the sole factor that shapes the work that teachers do?”

In **Part One**, you will explore how people think about teaching and what demographics tell us about who teachers are. You 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. In a written assignment, you will analyze a dilemma related to either students’ or teachers’ rights. And you will be asked “What would you do?” in a particular situation.

**Part Two** asks, you to think more broadly and deeply about your practice and the impact that your teacher “self:” has on the work and in relationships with students, education stakeholders and colleagues. Using “The Teacher Toolkit Series” selected readings, Danielson’s Framework for Teaching and New Jersey’s Professional Standards for Teachers, in this part, you will examine the relevance and importance of the professional standards for teachers in terms of professional growth, professional development, and in the development of a Professional Development Plan. You will also explore educational relationships and teachers work in various educational contexts, as well as, what it means to teach for social change and to lead. Throughout Part Two you will engage in reflective practice by writing two short papers. You will critically evaluate examples of teacher collaboration with local and community stakeholders. You will examine the role of teacher preparation programs (including this one) in shaping the teaching profession. At the end of part two, you will be asked to explore and engage in self-development, demonstrating your ability to identify a problem of practice, and then locate and apply educational scholarship toward its solution (which will include two short papers on a problem of practice).

The final assignment for the course requires you to write a professional development plan that will guide your continued development as a teacher and that incorporates key themes from this course, Danielson’s Framework for Teaching and, more broadly, your entire program.

## **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.

Danielson's Framework for teaching (2013 Edition) does NOT change what constitutes good teaching, it simply organizes it into a Framework that makes it easier for us to talk about and reflect on teaching. The framework is organized into four domains, each having a set of components unique to that domain. They are as follows:

### **Domain 1 Planning and Preparation**

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

### **Domain 2 The Classroom Environment**

- 2a. Creating an environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

### **Domain 3 Instruction**

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessments in Instruction
- 3e. Demonstrating flexibility and responsiveness

**The relevant domain for this course is Domain 4 Professional Responsibilities.**

### **Domain 4 Professional Responsibilities**

- 4a. Reflect on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

## Course Texts

We will use one primary text in this course for part one, supplemented by readings on Sakai. There are three textbooks for part two readings: *Teaching for Success*, *Teaching without Bells and Leading from the Inside Out*.

Text for Part One:

Essex, Nathan (2010) *Teacher's Pocket Guide to School Law*, (2nd Edition). Prentice Hall. Students will be expected to retrieve various Supreme Court cases for class readings. Many cases may be found on <http://www.findlaw.com/casecode/supreme.html>

Texts for Part Two:

Olsen, Brad (2010) *Teaching for Success*, Teacher's Toolkit Series, Paradigm Publishers.  
Feldman, Joey (2010) *Teaching without Bells*, Teacher's Toolkit Series, Paradigm Publishers  
W. Norton Grubb and Lynda Tredway (2010), *Leading from the Inside Out*, Teacher's Toolkit Series, Paradigm Publishers.

Texts will be supplemented with selected readings from *Making a Difference*, Ch. 2 & 4 and *Teaching toward Democracy*, Ch. 1, 3 and 4.

Danielson's Framework for Teaching: Components of Professional Practice.

## Overview of Course Requirements

Class Attendance/Participation – 10% of grade – 10 points)

Students are expected to attend and participate in every class session. Discussions of readings are essential to the course objectives. Your input will help make this experience more meaningful for yourself 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.

## PART TWO

Problem-Posing Vignette and paper (20 % of grade – 20 points) each student will write an individual two-three page descriptive vignette paper on a specific event from his/her practice 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 (3-4) using a particular discussion format called "reflective conversation." The group will make observations, raise curiosities and make recommendations and suggestions with regard to the vignette. The group will then select one problem they would like to follow up on together for the group paper.

With your interdisciplinary group of three to four people, you will write a six-eight page paper that cites at least six high-quality scholarly sources that address the problem you identified in your vignette. What suggestions/solutions do each offer? Which is the most useful? How might you act to resolve the problem in the future? You will also do a 15-20 minute presentation based on this paper during the last class. The presentation should be engaging and creative.

Reflective Paper (10% of grade-10 points) each student will write a 2-3 page paper in response to the essential question posed as follows: *What aspects of your personality do you want to include in your teacher identity and which aspect do you think you should leave out? And, why or why not?*

Each student will also write a race and power autobiography by describing when your first began to notice bigotry, social inequality, and other dimensions of “otherness” and conclude by defining the kind of racially and culturally sensitive educator you are committed to striving to be.

Class Participation/ preparedness (10% of grade- 10 points): It is time to walk the talk. You expect every student in your class to complete the assignments and participate in the learning experiences that you have created. We expect the same. You will be responsible to educate EVERY child in your class, so engage with all materials that will assist you in this task. This may be the only time in your teacher education experience that you’ll have to talk about the implications of your life as a teacher. To encourage you to fully take part in our activities and discussions, class participation and preparedness will count. This is a CRITICAL part of your grade.

## **FINAL**

Final Professional Development Plan (20% of Grade – 20 points) 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](#) and Danielson’s Framework for Teaching 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?

There is an essay that must accompany your plan. Requirements for the essay are noted below. Essay portion: Please address the following:

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

## **EXPECTATIONS 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](http://www.rcstudentservice.rutgers.edu/academic_integrity.html)).

**ATTENDANCE (this policy is in addition to the participation grade)**

You are expected to be at every class in Section 4 and Section 5. You are allowed one unexcused absence per section. Any additional unexcused absence will result in your final grade being reduced as indicated: 1 absence – reduction of a half a grade; 2 absences--reduction of 1 full grade; 3 absences--failing grade in course. In order for any absence to be excused, you must contact the class instructor **before** the day of the absence.

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**PART TWO:** How can teachers make the most of their context to develop as a teaching professional? What is the relationship and relevance of the NJ Professional Standards and Danielson’s Framework for the teaching profession, practice and teacher evaluation? How does my personal self impact my teaching? How and in what ways can collaboration improve practice and strengthen the profession of teaching? What does it mean to teach for social change? How do teachers lead and why is it so important?

**Week 1**      **1/23 – Section 04**  
**3/13 – Section 05**

- Week One - **Introduction to the course.** Context matters! Five primary themes will be explored and examined. They are: Teacher Identity, Teacher Relationships, Teacher’s Work in various educational contexts, Teacher Leadership, and Teaching for Social Change.
- Review Syllabus
- Review NJ Professional Standards for Teachers and Professional Development Standards/Plan
- Danielson’s Framework For Teaching: Components of Professional Practice

Readings:

NJ Professional Standards for Teachers

Professional Learning For Teachers: A Guidance Package for Developing the Annual Individual Professional Development Plan.

Professional Development Standards for NJ Educators

Danielson’s Framework for Teaching: Components of Professional Practice

Copies of the aforementioned readings will be handed out in class.

Strategies for continuing to develop as a teacher: What is a high quality teacher? What are the essential components of a Professional Development Plan? How do we make one? Why? What does a novice teacher need?

Further Readings:

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

Pre-Reading Activity-On Election Day, a student in your class raises his or her hand and asks you who you voted for in the election. How would you respond? How do you feel about brining your personal life into your classroom like this? What risks exists? How could you use this sudden situation as a “teaching moment” with your students?

**SPRING BREAK-March 15 to March 23=No Class on March 20th**

**Week 2**      **1/30 – Section 04**  
**3/27 – Section 05**

Week Two: Teacher Identity: Should teachers’ personal and professional selves be integrated?

Readings:

- Olsen, Brad (2010). *Teaching for Success*. Paradigm Publishers. **Chap. 1-2, 4**  
Complete Teacher Identity Worksheet (Appendix)

**Two to three page reflective paper due today (January 30 for Section 04/March 27 for Section 05): Response to essential question.** *What aspects of your personality do you want to include in your teacher identity and which aspects do you think you should leave out and why?*

**Week 3**      **2/06 – Section 4**  
                  **4/03 – Section 5**

Week Three – Teacher relationships in education: 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:

- Feldman, Joey (2010). *Teaching Without Bells*, Paradigm Publishers. **Chap.2-3.**

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.

Readings:

Peruse the website of the professional organization that is most closely linked to your field:

- 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**      **2/13 – Section 04**  
                  **4/10 – Section 05**

Week Four: Field Assignment-

**Attend a Teacher's Association Meeting at the State, County or Local Level.** The essential question posed, *how and in what ways does this body support the teaching profession?* Prepare and bring notes to class for engagement in reflective conversation.

**Week 5**      **2/20 – Section 4**  
**4/17 – Section 5**

Week Five-we will begin by engaging in reflective conversation about your experience, observation from either attending a Teacher Association/School Board meeting or conducting an interview with a school administrator and explore the way in which teachers can exercise leadership in these associations to uplift the teaching profession.

The second half of this class will focus on Teachers work in various educational contexts. How adequately does a teacher education program prepare educational professionals? What are the strengths and weaknesses of traditional programs? Of this teacher preparation program? What should happen next? How can schools of education be useful to teachers as they grow as professionals – certificate programs? Advanced degrees?

Readings:

- Ayers, William, Kumashiro, Kevin, K., Meiners, Erica, Quinn, Therese, and Stovall, David. *Teaching Toward Democracy*, **Chap. 1**
- Feldman, Joey, *Teaching Without Bells*, **Chap. 1 & 4**
- Quartz-Hunter, Karen, Olsen, Brad, Anderson, Lauren and Lyons-Barraza, Kimberly, *Making a Difference*, **Chap. 2**.
- Review all of the programs and certificates offered at Rutgers Graduate School of Education at [www.gse.rutgers.edu](http://www.gse.rutgers.edu).

**Week 6**      **2/27-Section 4**  
**4/24-Section 5**

Week Six-Teacher Leadership:

Readings

- *Leading From the Inside Out: Ch. 2-5*
- Whitehurst (2002) Whitehouse conference on preparing tomorrow's teachers.

**Due today: Individual 2-3 page problem posing vignette paper**

**Individual problem-posing vignette paper:** Each student will write a two (2) to three (3) page descriptive vignette paper on a specific event from his/her practice 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 (3-5 members) using a particular discussion format called a "reflective conversation." The group will make observations, raise curiosities and make recommendations and suggestions with regard to the vignette. The group will then select one problem they would like to follow up on together for the group paper and presentation.

Take time today to meet in problem posing groups to share ideas about the types of research that would be relevant to the selected problem of practice. Work on follow-up group vignette paper and presentations.

**Week 7**      **3/06 – Section 4**  
                  **5/01 – Section 5**

Week Seven: Teaching for social change: What aspects of your own views on race, culture, poverty, religion and sexual orientation are likely to enter into your teaching? What does it mean to be a reflective, inquiring teacher? How can teachers identify problems of practice and find solutions?

Readings:

- Olsen, Brad *Teaching for Success*, **Chap.6**
- Ayers, William, Kumashiro, Kevin, K., Meiners, Erica, Quinn, Therese and Stovall, David, *Teaching Toward Democracy*, **Chap. 3 and 4**

**Due today:** Two-three page **Race and power autobiography** describing when your first began to notice bigotry, social inequality, and other dimensions of “otherness” and conclude by defining the kind of racially and culturally sensitive educator you are committed to strive to be. See page 153 in *Teaching for Success* for guided questions to help frame your paper.

**Due Today--Follow up to group problem posing vignette/Group presentations.** With your interdisciplinary group of 3 people, you will write a 6-8 page paper that cites at least six high-quality scholarly sources that address the problem you identified in your vignette. What suggestions/solutions do each offer? Which is the most useful? How might you act to resolve the problem in the future? You will also do a 10-15 minute presentation based on this paper during class. The presentation should be engaging and creative.

**Due Today: Individual Professional Development Plan & Essay.**

## PROFESSIONAL DEVELOPMENT PLAN ASSIGNMENT

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 you like to know more about or be able to do better?

**Essay portion: Please consider and answer the following:**

- **What are two areas of skill that you selected to focus on?**
- **Explain why you have chosen each**
- **Explain what have you learned, or thought about, since your internship experience, that has given you ideas about how to improve in these areas.**
- **Describe your specific plan for the next year to help you develop in these areas.**

**Indicate how the above goals relate to the New Jersey Standards for Professional Development:**

### Further Readings

American Civil Liberties Union of New Jersey (3<sup>rd</sup> edition; 2007). Students' rights handbook: A guide for public school students in New Jersey. Available at: <http://www.aclu-nj.org/downloads/StudentsRightHandbk.pdf>

Campoy, R. (2005). *Case analysis in the classroom: Becoming a reflective teacher*. Thousand Oaks, CA: Sage.

Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.

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.

Little, J. W. (2003). Inside teacher community: Representations of classroom practice. *Teachers College Record*, 105,913-945.

Westheimer, J. (2008). Learning among colleagues: Teacher community and the shared enterprise of 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. 756-784.

**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.

<b>GOAL</b>
<b>ACTIVITIES</b>
<b>RESOURCES</b>
<b>GOAL</b>
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### Scoring Rubric

	<b>GSE Expectation to be Assessed in the Professional Development Plan</b>	<b>0</b> Missing from Plan	<b>1</b> <b>Does Not Meet Expectations for a Professional</b>	<b>2</b> <b>Meets Expectations for a Professional</b>	<b>3</b> <b>Exceeds Expectations for a Professional</b>	<b>N/A</b> <b>The criterion was not relevant to this particular plan</b>  Explain Why
<b>1</b>	The goals identified are appropriate		The goals identified were not clearly linked to the self-evaluation and/or were unconnected to state standards	The goals identified were clearly linked to the self-evaluation and were connected to state standards	The goals identified were clearly linked to the self-evaluation , were connected to state standards, and specific standards were identified	
<b>2</b>	The activities selected as professional development were appropriate		The activities selected were not clearly linked to the goals	Completion of the identified activities would result in the accomplishment of the goals	Completion of the identified activities would result in the accomplishment of the goals and would clearly enhance the candidate's teaching	
<b>3</b>	The resources identified were appropriate for the selected activities		The resources identified were incomplete	The resources identified were professional and appropriate to the selected tasks	The resources identified were professional, appropriate to the selected tasks, and innovative	
<b>4</b>	Writing is clear, and well edited`		The writing contains spelling and/or grammatical errors or is ill-structured.	Writing is clear, well-edited,	The writing is clear and well-edited; statements are supported	