



## **Required Readings**

Linda Darling-Hammond & Gary Sykes (Eds.) (1999). *Teaching as the Learning Profession: Handbook of Policy & Practice*. San Francisco: Jossey-Bass (ISBN 0-7879-4341-x)

Assigned articles on reserve in CLET or distributed in class

## **Recommended Readings**

Gloria Ladson-Billings (2001). *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*. San Francisco: Jossey-Bass (ISBN 0-7879-5001-7)

Thomas Guskey & Michael Huberman (Eds) (1995). *Professional Development in Education: New Paradigms & Practices*. New York: Teachers College (ISBN: 0-8077-3425-X)

Michael Fullan ( 1993). *Change Forces: Probing the Depths of Educational Reform*. Bristol PA: Falmer Press (ISBN 1-85000-826-4).

Michael Fullan et al. (1998). *The Rise & Stall of Teacher Education Reform*. Washington DC: AACTE (ISBN: 0-89333-159-7)

King, J.E. et al.(Eds.) (1997). *Preparing Teachers for Cultural Diversity*. New York: Teachers College Press.

Joyce, B., & Showers, B. (1995). *Student Achievement through Staff Development: Fundamentals of School Renewal*. White Plains, NY: Longman.

*Handbook(s) of Research on Teaching and Handbook(s) of Research on Teacher Ed*

## **Class Schedule**

<i>Date</i>	<i>Topic</i>	<i>Readings</i>
Sept 13	What's the purpose of teaching, pro dev, and teacher education?	#94 Zeichner #75 Greene
Sept 20	What is <i>good</i> professional development?	LDH/Sykes Ch. 1, 5
Sept 27	How do teachers come to understand what it means to teach and learn [subject matter] and how does that understanding play out in what they do in their classrooms?  What are good induction/professional development experiences that help keep teachers in the classroom?	LDH/Sykes Ch. 2, 3

Oct 4	<p>How does the disconnect between the academy and schooling (teachers and administrators) affect teacher and student learning?</p> <p>How can teachers become empowered to affect policy decisions on all levels of educational reform</p> <p>How might improved models of PD have deeper, more sustainable impact on teachers and schools?</p>	<p>#71 Fullan, LDH/Sykes Chs. 12, &amp; 13</p> <p>#72 Fullan, Teachers as Change Agents</p>
Oct 11	How can teachers expand traditional understandings of teaching and learning from their unique classroom positions?	<p>#69 Feiman-Nemser et al #16 Russell &amp; Munby #66 Cohen</p>
Oct 18	<p>How do the literatures on pro dev and teachers' personal practical knowledge inform each other?</p> <p>What pre-placement information and experiences do teacher candidates need before working in classrooms with a diverse student population? (or experienced teachers changing contexts?)</p>	<p>#59 Smylie &amp; Conyers, LDH/Sykes Ch. 4</p> <p>Cole &amp; Knowles (1993)</p>
Oct 25	How can professional practice and development be better connected to and informed by critical theory perspectives?	<p>#73 Ginsburg &amp; Newman, #81 Liston &amp; Zeichner, #88 Smyth #46 Anyon</p>
Nov 1	How can issues of diversity and bias be effectively addressed through teacher ed, pro dev and school improvement?	#79 Ladson-Billings, Crossing to Canaan King et al:
Nov 8	<p>What role can <i>out-of-school networks</i> play in pro dev and school improvement?</p> <p>How do teachers influence one another? Why do teachers resist professional development?</p>	<p>LDH/Sykes, Ch. 10</p> <p>Lord, B. (1994, handout)</p>
Nov 15	How do you develop and implement successful, school-wide professional development plans?	LDH/Sykes Chs. 8, 9
Nov 22	What is the relationship among teaching, professional development, teacher community, and school improvement?	<p>Video: NY District #2</p> <p>Garet et al. (handout) LDH/Sykes, Ch 6</p>
Nov 29	How do (can) these factors work together to positively influence student achievement?	<p>Video: Settings for Change Cohen &amp; Hill, 2000 Fishman et al. 2003</p>
Dec 6	Final Paper Presentations	
Dec 13	Final Paper Presentations	

## **Assignments & Grading** [APA format required on all papers]

All of the assignments are designed to contribute toward your final papers and deep understanding of what it means to engage in meaningful professional development and school/educational improvement efforts. General expectations for graduate study are that students spend three hours preparing for every one hour of class. On average, you should spend nine hours outside of class each week, engaged in the following:

Class Readings, Notes, Participation & Leadership: Be prepared to share insights with the class each week that are shaped by the readings. Write extensive notes in preparation for class, responding to the core questions that will be discussed. Your notes should capture how the readings added to your knowledge or changed your thinking. (You might start out with what you “knew” from prior experience). No matter how much you agree with the author’s perspective, force yourself to consider alternative perspectives, criticisms, or weaknesses. These notes should serve as a basis for your written assignments. Once during the semester, students will be asked to lead or co-lead a class discussion and to summarize key points from the day’s discussion on coursemail. This should be done within 48 hours following class. Try to include questions for further reflection and exploration. Everyone, especially discussions leaders, is encouraged to read, recommend, and discuss relevant sources beyond the assigned readings. As a professional community, we should all monitor discussions to make sure everyone has an opportunity—and feels encouraged—to participate.

Short Papers: Twice during the semester, students will submit a 2-3 page paper that (a) states the topic(s) they are focusing on; (b) summarizes how their reading and reflecting expanded, changed or confirmed their thinking about those topics, (c) offers a well-reasoned critique of the readings, and (d) provides a reference list that includes at least three articles beyond the required reading. These papers should be closely linked to the focus of your final paper and give you some direction.

Website Assignment: Explore some (two-three) professional development websites that deal with your core interest in the course and that might contribute toward your final paper. Compose a message that you will post on course mail that does the following: explains the general purpose of the websites (give the URL), assesses strengths and weaknesses (you can do this comparatively); and makes recommendations for improvement. This assignment can be done alone or in groups of 2-3. Group work is encouraged but not required. (Sign up for submission dates).

Final Paper & Presentation: For your final paper (approx. 30 pages; 20 references) you should try to synthesize what you’ve learned about professional development to create an ideal program. This paper can be written alone or in groups of two or three. Again, co-authoring is encouraged, but not required. In either case, some class time will be given for students with like interests to share their ideas and sources. The paper should include many of the aspects of professional development we discuss in class as they relate to your particular research interests and professional responsibilities. There are many ways to organize a paper like this, but one suggested outline is:

- *What is the basic problem you’re trying to address?*
- *Why is this a significant area for teacher learning & ed improvement?*

- *What does the scholarly literature contribute to your knowledge? (Where does it fall short?)*
- *What might be the elements of an ideal program and why?*
- *Why is this model not widespread? What are some obstacles (individual and institutional) and how might they be overcome?*

Students are encouraged to submit questions, ideas, outlines, and drafts for feedback throughout the semester. As a timeframe, you might consider Oct. 9 main idea; Oct. 25 overall outline/organization; Nov. 15 sources and questions/concerns. By Oct. 9, I will need to know if you are writing your paper alone or in a group. Nov 22 is the last date I will accept drafts for written feedback (submit hardcopy).

Oral presentations will be scheduled for the last days of class; groups will have somewhat more time than individuals to present their work. Please have some type of visual or handout for the class and/or interactive activity.

I am open to alternatives to this final assignment; if you believe a different type of assignment is better suited to your own professional development, please discuss your ideas with me early in the semester.

**Grades:**

Because the class is a learning community and depends on the ongoing work of small groups, it is essential that you participate in each session. If you are prevented from doing so, please let me and your group members know (preferably in advance) so arrangements can be made for you to make up part of the work for that day's class. You should be prepared to share your insights, questions, and projects each time we meet. Please inform me if you have a documented disability that would require any course accommodations. Grades will be based on the following assignments & point system:

Class participation	30 points (2 per class)
Lead Discussion/Email summary	10 points
Short papers	20 points (10 points each)
Website assignment	10 points
Final papers	25 points (due Dec. 13)
Final Presentation	5 points

**Grading Scale:**

A+	100 +	B-	80-82
A	96-100	C+	77-79
A-	90-95	C	73-76
B+	87-89	C-	70-72
B	83-86		

\*A+ will be given if a student has 100 points, has made substantive contributions in each class based on readings, and has demonstrated extraordinary insight and grasp of the literature in writing work and presentations. Full credit for class participation will be given only for weekly, on-time attendance and contributions based on readings. Students can receive partial credit for make-up work on unavoidable absences.

## **On-Line Resources** (let me know if any are defunct)

Aha! Process: <http://ahaprocess.com/>  
American Federation of Teachers: <http://www.aft.org/index.html>  
Annenberg: <http://www.learner.org/>  
Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>  
Center for Multicultural Education: <http://depts.washington.edu/centerme/home.htm>  
Consortium for Policy Research in Education: <http://www.cpre.org/>  
Council of Chief State School Officers: <http://www.ccsso.org/>  
CREDE: <http://www.crede.ucsc.edu/tools/directory2-1/main.html>  
CULTURES: <http://www.emory.edu/CULTURES>  
Disney Learning Partnership: <http://disney.go.com/DisneyLearning/>  
Education Trust: <http://www.edtrust.org/>  
<http://www.edchange.org/multicultural/>  
Ed Index: <http://www.pitt.edu/~poole/>  
ERIC Clearinghouse on Teacher Ed: <http://www.ericsp.org/> (resources for teachers)  
<http://4teachers.org/>  
Fordham Foundation: <http://www.edexcellence.net/Sept11/September11.html>  
Frameworks: <http://www.frameworks.org/>  
GSE Learning Web: <http://learning.gse.upenn.edu/>  
International Reading Association: <http://www.ira.org/>  
Knowledge Loom: <http://knowledgeloom.org/index.shtml>  
Lab at Brown University: <http://www.lab.brown.edu/public/index.shtml>  
Learning First Alliance: <http://www.learningfirst.org/>  
Learning through Technology: <http://www.ncrel.org/tandl/homepg.htm>  
Library of Congress: <http://www.loc.gov>  
Maryland State Department of Education: <http://www.msde.state.md.us/>  
MCPS: <http://www.mcps.k12.md.us/departments/dsd/>  
Microsoft Educator Network: <http://microsoft.com/Education/?ID=InnovativeTeachers>  
National Board for Professional Teaching Standards: <http://www.nbpts.org/>  
National Council of Social Studies: <http://www.ncss.org/>  
National Council of Teachers of Mathematics: <http://www.nctm.org/>  
National Education Association: <http://www.nea.org/>  
National Research & Development Centers: <http://www.ed.gov/offices/OERI/At-Risk/center1.html>  
National Science Teachers Association: <http://www.nsta.org/>  
National Staff Development Council: <http://www.nsd.org/>  
<http://www.nsd.org/educatorindex.htm> (*new standards*)  
New American Schools: <http://www.naschools.org/>  
PGCPS: <http://www.pgcps.org/teachers.html>  
Public Education Network: <http://www.publiceducation.org/>  
Smithsonian Institute: <http://www.si.edu/teachers/>  
Teaching Diverse Learners; <http://www.alliance.brown.edu/tdl/>  
U.S. Department of Education: <http://www.ed.gov/teachers/landing.jhtml?src=fp>  
WestEd: <http://www.wested.org/>

**3 HOUR RESERVE : CURRICULUM LAB, BENJAMIN BLDG (BASEMENT)**

<i>Item #</i>	<i>Author</i>	<i>Title</i>
46	Anyon, Jean	Teacher Development & Reform in an Inner-City School
55	Ball, D. Loewenberg	Teacher Learning and the Math Reforms
47	Bryk, Anthony, et al	Urban School Development: Literacy
63	Calderhead, James	Dilemmas in Developing Reflective Teaching
64	Carter, Richardson	Curriculum for an Initial-Year-of –Teaching Program
62	Case Study	Mark Twain Elementary
65	Colbert & Wolff	Surviving in Urban Schools
66	Cohen, David	A Revolution in one Classroom
67	Darling-Hammond	Changing Conceptions of Teaching & Teach.Dev.
68	Edmundson, Phyllis	Normative Look at the Curriculum in Teacher Ed.
69	Feiman-Nemser et al	Pitfalls of Experience in Teacher Preparation
70	“	When Is Student Teaching Teacher Education
48	Fenstermacher & Berliner	Determining the Value of Staff Development
71	Fullan, Michael	Integrating Theory and Practice
49	“	School as a Learning Organization
72	“	Why Teachers Must Become Change Agents
50	Gall & Vojtek	Planning for Effective Staff Development
73	Ginsburg & Newman	Social Inequalities, Schooling & Teacher Education
74	Goodlad, John	Better Teachers for our Nation’s Schools
75	Greene, Maxine	Reflection and Passion in Teaching
18	Grossman, Pam	A Study in Contrast: (Preservice Ed-Secondary English)
76	Hargreaves, Andy	Experience Counts, Theory Doesn’t
52	Hodges	Using Research to Inform Urban Practice
77	Hultgren, Francine	The Student Teacher as Person
78	Kennedy, Mary	Form and Substance in Inservice Teacher Ed.
53	Knapp, M.	Between Systematic Reforms-Math & Science
54	Knapp & Peterson	Teachers’ Interpretations of “CGI” After 4 Yrs.
79	Ladson-Billings, Gloria	Multicultural Teacher Education
80	Little, Judith	Conditions of Professional Dev in Secondary Schools
81	Liston & Zeichner	Critical Pedagogy & Teacher Education
56	McLaughlin et. al	Contexts-Secondary Ed
82	Maher & Rathbone	Teacher Ed. & Feminist Theory
83	May & Zimpher	Examination of 3 theoretical Perspectives on Supervision
57	Nikolai-Mays & Davis	In-Service of Teachers in Multicultural Urban Schools
84	McDiarmid, G.	Challenging Perspective Teachers’ Beliefs
37/85	Noddings, Nel	Fidelity in Teaching, Teacher Ed.,& Research
86	Pink, William	Staff Development For Urban School Improvement
16	Russell & Munby	Reframing: The Role of Experience
87	Shulman, Lee	Knowledge and Teaching
40	Shulman, Lee	Those Who Understand, Teach
59	Smylie & Conyers	Changing Conceptions of Teaching on Staff Development

88	Smyth, John	Dev. & Sustaining Critical Reflection in Teach. Ed.
60	Stevenson, Robert	Staff Development For Effective Secondary Schools
61	Sykes, Gary	Reform of & as Professional Development
89	Tatto, Maria Teresa	Examining Values & Beliefs--Teaching Diverse Students
90	Tillema, H.H.	Changing the Prof. Know. & Beliefs of Teachers
91	Veeman, Simon	Perceived Problems of Beginning Teachers
92	Wilkinson, Gayle	Beginning Teachers Identify Gaps in their Induction
93	Wolffe, Robert	Reducing Preservice Teachers' Negative Expectation
94	Zeichner, Kenneth	Traditions of Practice in U.S.Preservice Teach. Ed.
95	Zeichner & Melnick	Community Field Exp. & Teach. Prep. For Diversity

### Additional References

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