Course Goal: The goal of this course is to develop an understanding of the profession of teaching, teacher leadership, and the knowledge base that undergirds the teaching profession. Students will examine their own definitions and understandings of teaching as a profession and explore extra classroom activities that promote collegiality and professionalism. Learning from and sharing with your peers is central to this course.

Course Objectives:
1. Gain understanding of the current debate over whether teaching is a profession or “something else” and why this has importance for the day-to-day work of teachers.
2. Gain understanding of the multiple perspectives on teaching in the current debate on school reform – and how they are aligned across the political spectrum,
3. Gain understanding of the past efforts to build a profession of teaching and the challenges to those efforts.
4. Gain understanding of the forms of research used by teachers and how this advances the case for professionalism in teaching.
5. Develop an understanding of the contemporary and historical forces for changes in teaching.
6. Examine your own teaching practice from the perspective of this course and learn from the perspectives of others.

The course objectives are aligned with the InTASC Model Core Standards (Standard #9, Professional Learning and Ethical Practice, and Standard #10, Leadership and Collaboration) as well as Proposition #5, Teachers are Members of Learning Communities, of the National Board for Professional Teaching Standards. The course objectives also take into account the Conceptual Framework for the University of Maryland Teacher Education Program and the seven domains of the provisional Teacher Leader Standards of the Teacher Leader Consortium, particularly Domain VII, Advocating for Student Learning and the Profession.

Course Topics: Teacher leadership; teacher professionalism; professional learning communities and lesson study; action research; the professionalization of teaching; accountability; responsibility; the politicalization of teaching; issues of teacher compensation and performance; promotion and tenure for teachers; unionization and collective bargaining; school staffing and differentiated staffing; teacher collaboration.

Blackboard: This course will be supplemented with a Blackboard site to which you will be given access. Blackboard is located at https://elms.umd.edu/webapps/portal/frameset.jsp

Requirements:
1. Attend all scheduled classes and participate actively in class discussions.
(2) Be a collaborative participant in the class – each of your experiences as teacher leaders are important and contribute to the class in a way that lets us learn from one another.

(3) Come to class with all readings and assignments prepared.

(4) Complete course assignments.

(5) Create a journal (that may be attached or included in your professional portfolio) that is a semester long documentation of your participation/involvement/engagement/leadership in a school, district, state, national, and/or professional organization.

**Attendance:** Students enrolled in this course are expected to attend all sessions. University policy excuses the absence of students for illness (self or dependent), religious observances, participation in university activities at the request of university authorities, and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation.

**Accommodation:** If you have a documented disability or other learning need and you would like accommodations, please contact us as soon as possible to make appropriate arrangements.

**Participation and Professionalism:** Class participation includes, but is not limited to, working with other students to lead the class discussion for at least one of the fifteen units for the course. This means that each student will be responsible for at least one classes and the activity will count as part of the course grade. Students are expected to honor the code of academic integrity for the University of Maryland ([http://www.shc.umd.edu](http://www.shc.umd.edu)) on all matters pertaining to class participation and fulfillment of class expectations. The code stresses the importance of knowing “the consequences of cheating, fabrication, facilitation, and plagiarism.”

**Assignments:**

(1) Each week, read at least one story on-line ([http://www.edweek.org/ew/index.html](http://www.edweek.org/ew/index.html)) or in hard-copy of Education Week on teachers or teaching and come to class with a mental summary and 1-2 discussion questions and be prepared to share/discuss how this current event relates to our class, your work, and the understanding of teacher leadership and teaching as a profession. **Due: Weekly.**

(1) Each week, Readings and Self-Reflexivity: **Due: Weekly**

   a. Read the assigned readings and prepare a 2-3 page summary that focuses on the author’s key idea. *What is the ‘take-away’ from the readings?* Also be prepared to discuss one new idea you learned from the reading?

   b. Include in the summary some self-reflection of your own teaching as it relates to the weekly topic of discussion. *How does this topic affect you as a teacher leader?*

   Self-reflexivity can be understood as having an ongoing conversation with one’s whole self about what one is experiencing as one is experiencing it. The goal here is to build on your own understanding of teaching as profession and how that understanding relates to your own practice.

   c. To the extent possible, sample from the supplemental readings and attempt to see alternative perspectives or positions for most of the topics covered in this class.

(2) **Semester Presentation:** Organize at least one unit for presentation to the class. You should plan a 60-minute presentation that highlights the readings and pushes the discussion to include new ideas and practices. These presentations may expand on the topics and include “expert speakers” on the topics assigned,
video presentation, etc. They should include summaries of the articles assigned with highlights of the author’s point of view or argument, identification of other articles with similar or contrasting views, unanswered questions, and implications for policymaking and accountability. **Due: Students will sign up for session during the first few weeks of class.**

a. A lesson plan for the semester presentation is due on the Sunday night prior to your session. The lesson plan should be 1-2 pages in length, include learning objectives and a detailed description of activities and an identification of the informal assessments to be used. It should indicate some problem posing questions.

b. The semester presentation should be well organized. It should draw on the class readings, be interesting and engaging, include handouts, encourage multiple perspectives, and highlight unresolved dilemmas or issues or concerns. A key part of the presentation should be the engagement of all of the students.

(3) **Midterm:** Write 5-7 page policy brief on either NCLB or Race to the Top (or another policy topic approved by the instructor.) The HQT issue could be an example or reliance on VAM could be another. The purpose of the policy brief is to convince the target audience of the urgency of a problem you identify in current legislation and the need to adopt a preferred alternative. It is meant to serve as an impetus for action. Guidelines for how to compose this assignment will be posted on the BlackBoard Site. **Due: October 13th**

a. The Policy Brief should include a statement of the problem (what is the problem? For whom is it a problem? What is the extent of the problem?)

b. The Policy Brief should provide background for the problem (how did the problem emerge?)

c. The Policy Brief should offer remedies for the problem. If you can do so, identify who is trying to resolve the issue and who is opposed to solving the problem.

d. The Policy Brief should conclude with your recommendation regarding how the problem should be resolved.

e. Include the references at the conclusion of the Policy Brief.

(4) **Final:** Write a 5-7 page final paper that argues either for or against the proposition that teaching is a profession. **Due: December 15th**

a. The Final will be judged on the clarity of the argument you present, the depth of analysis, the accuracy of the facts you present, and the timeliness of the presentation.

b. The Final should conform to the APA Style guidelines.

(5) **Journal/log:** Maintain a journal throughout the semester that documents your extra classroom activities and analyzes your involvement in them. Such participation may include any or all of the following: (1) participation in or leadership of a school committee planning a teacher professional workday, (2) participation in or leadership of a school curriculum or subject area task force or committee, (3) participation in or leadership of a committee addressing matters of inclusion, diversity, parental involvement or community outreach, (4) participation in or leadership of a committee of MSTA, MSDE or a professional organization, or (5) other involvement or leadership in activities beyond the classroom that promote collegiality and professionalism. **Due: December 15th**

**Grading:** Grades of A-D will be awarded based on the following criteria: (1) attendance at all class sessions, (2) participation in discussions and exercises on issues raised in class, (3)
completion of assignments, (4) completion of the midterm & final work products. All written assignments are to be completed on time. All written work will be held to high standards and should conform to proper grammar, usage, punctuation and spelling. All written work must be double-spaced and in no less than 12 point font.

Participation and assignments will be weighted according to the following:

Class participation 10%
Class presentation 25%
Weekly written summaries & questions 15%
Midterm 15%
Final paper 25%
Journal 10%

Readings:
Students should purchase


*All other course readings will be provided on Blackboard.

Class Meeting Schedule:

September 1st         Unit 1: Overview of Course and Professionalism:
1. Course overview
2. Introductions
3. Defining Teacher Leadership
4. Developing a Definition of Professionalism
   a. Drawing Distinctions Between Professional, Professionalism and Professionalization
   b. Are Teachers Professionals? Is Teaching A Craft or a Profession? Is Teaching Different from Medicine and Law? How is It Different?
   c. Shulman and Darling-Hammond: Definitions of a Profession
   d. What are the Traits, Behaviors and Characteristics of a Professional Teacher?
5. Reflection and Agenda Setting

Required Reading:


Supplemental Reading:


September 8th  

Unit 2: The Teaching Profession—Overview & History

1. Why the Attention to Professionalism? What are the Historic Roots for Professionalism in Teaching?
2. Has the Attention to Professionalism Been Realized? Has it Benefitted Teachers?

Required Readings:


Supplementary Readings:


Article from Education Week

Assignments:
Reading Summary & Self-reflexivity journal entry
Prepare 2-3 discussion questions

September 15th  

Unit 3: Contemporary School Reform Efforts: Why Good Teaching Is At the Center of the Debate

Required Reading:

Supplemental Readings:


Assignment:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

September 22th Unit 4: What Do Teachers Need To Know, Believe & Be Able To Do?

Required Reading:

Supplemental Readings:


Assignment:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

September 29th Unit 5: The Challenge of Teaching in Today’s Schools: Trust and Responsibility

Required Readings:


Supplemental Readings:


Article from Education Week

Assignments:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

October 6th Unit 6: The Context for Public School Teaching: Schools and Communities (District, State and Federal Policies for Schools)

Required Readings:


Race to the Top

Supplemental Readings:


Article from Education Week

Assignments:
Self-reflexivity journal entry and reading summary
Prepare 2-3 discussion questions

October 13th Unit 7: Where is the Public in Public Schools? The Role of the Parent and the Public

Readings:

Assignments:
NOTE: NO ED WEEK OR JOURNAL ENTRY DUE FOR THIS CLASS
Midterm Policy paper due
Prepare 2-3 discussion questions

October 20th    Unit 8: Democracy and Freedom in Teaching
(Tenure and the Role of Standards and Accountability)

Required Readings:
Montgomery Public School System. (2005) Regulation: Tenure of Teachers. (See:
Montgomery County Education Association (2010) Contract with the Board of Education of
Montgomery County, School Years 2011-2014. (Available at

Supplemental Readings:
& Littlefield Publishers, Inc.

Article from Education Week

Assignments:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

October 27th    Unit 9: Teaching and Learning in Non-School Settings:
Teaching Outside the Classroom

Readings:
Washington, DC: Economic Policy Institute

Article from Education Week

Assignments:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

November 3rd    Unit 10: Teacher Leadership and School Change
Required Readings:
www.iel.org/programs/21st/reports/teachlearn.pdf

Supplemental Readings:

**Assignments:**
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

**November 10th  Unit 11: Moving from “Classical” Definitions to “Emerging” Definitions of Teacher Professionalism: What is New Professionalism?**

**Required Readings:**


**Assignments:**
Self-reflexivity journal entry
Prepare 2-3 discussion questions

**November 17th  Unit 12: Building a Powerful Profession: The Role of the Unions**

**Required Readings:**


**Supplemental Readings:**


NEA Code of Ethics found at [http://www.nea.org/home/30442.htm](http://www.nea.org/home/30442.htm)

**Assignments:**
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

November 24th: NO CLASS. Happy Thanksgiving

December 1st Unit 13: Contemporary Issues in Teaching
Required Readings:


Supplemental Readings:


Article from Education Week

Assignments:
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

December 8th Unit 15: Understanding the Promise of Teaching As a Profession.
Required Readings:


Supplemental Readings:
Article from *Education Week*

**Assignments:**
Self-reflexivity journal entry & reading summary
Prepare 2-3 discussion questions

**December 15th: Final Papers Due**