EDCI 785: Teacher Preparation, Diversity and Social Change

Mondays 4:00 – 6:45 p.m.
Benjamin 2121B

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Course Description: The Graduate Catalogue describes this course as one that offers a critical examination of the theory and research on teacher preparation with an emphasis on issues of race, class, gender, and sexuality and the pervasive inequalities manifest in K-12 school contexts.

Course Goal: Our study of diversity in the context of teacher education is intended to enable future teacher educators and professional staff developers to design courses, programs and other experiences for both prospective and practicing teachers. We will focus on the various teacher education programs at the University of Maryland and attempt to understand the attention given to diversity, multiculturalism, second-language learning, social-justice, and equity in the courses and experiences offered. This course is intended to enable students to both understand why teacher education puts so much emphasis on diversity (in part because of research findings that show that teaching and learning processes are more effective if they account for the diverse backgrounds of PK-12 students) and to consider ways of addressing this concept in teacher education and professional development.

This course presumes that the students enrolled will become teacher educators – either professional development specialists in local school districts and other learning environments or teacher education faculty in two-and-four-year colleges and universities. We will look inside the so-called ‘black box’ of teacher education and examine the reasons for the attention to diversity, the theoretical underpinnings for this attention, research evidence used to substantiate the claims made for this emphasis, promising

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1 This course was developed and first taught on this campus by Jeremy N. Price. The development of this syllabus was influenced by Professor Price’s syllabus and by syllabi used by Etta Hollins (University of Southern California), Jorge Osterling (George Mason University) and Nicholas Michelli (City University of New York) for similar courses. Interactions with Professor Hollins regarding a new course that she is developing have also influenced the development of this course.
practices in teaching diversity concepts to prospective and practicing teachers. We will examine the ways that programs of preparation and professional development address this matter and seek to understand the constraints imposed on programs and the guidance provided by institutional, state, federal and professional agencies and the impact this has on programs.

The course is premised on an understanding of diversity and society and the effects that race, ethnicity, sexuality and gender have on schooling. Similarly, it assumes that students have an understanding of the goals, purposes, structures and organizational milieu for teacher education and/or professional development. Course participants will use these frames during this fifteen-week course.

**Course Overview:** Teacher education is at a “cross-roads” in the way that it addresses the matter of diversity. Many of the courses and programs at this and other colleges of education are gradually moving from a focus on “multiculturalism”, i.e., enabling teachers to become “multiculturally competent,” to an agenda that focuses on a more activist agenda of “social justice.” Contemporary teacher education programs are reexamining every facet of their programs and trying to determine the most effective ways to prepare teachers to deal with the realities of a more diverse society. We will explore ways that professional accreditation and professional certification have “driven” the consideration of diversity in preparation and professional development programs. Most importantly, we will see how the concept of “social justice” now pervades teacher education and professional development and how it is defined and used. Second, there is the reality that we live in a society that is becoming even more diverse with new ways of addressing and celebrating that diversity. This, too, will constitute a theme for this course. A third theme, again that is pervasive, is the use of a “culturally responsive pedagogy” in the preparation of teachers and other school personnel. We will seek to “unpack” and understand the meaning of this for teacher educators and professional developers.

**Course Objectives:** This course has been designed to both draw upon as well as enrich the knowledge gained from other EDCI courses that focus on pedagogy and diversity. It is intended to provide a solid scholarly foundation for solving practical problems in colleges and universities and in other educational settings. Each student will work individually and as part of the group to address these issues in the context of teacher education at the University of Maryland. Each student will get the opportunity to develop skills in reading and analyzing research pertaining to the learning of diverse students.

**Course Focus:** EDCI 785 will focus on three overarching questions: (1) what are the purposes of teacher education in a diverse society with evolving theories of teaching and learning and continuing commitments to ensuring that all students learn? (2) what are the dominant policies that promote new forms of teacher education and professional development to address matters of diversity? (3) what are the best ways of enabling both beginning and practicing teachers to address matters of diversity in an active and positive way?
**Requirements:** (1) Written Reading Summaries (Weekly submission of a 2-3 page double-spaced summary of one reading raising at least one question, one concern and one insight gained from that reading.) (2) Organize at least Two Units for Presentation to the Class (Class participants will take responsibility for presenting a coherent and well-organized lesson on the topic using the readings as the focus but also involving “experts” and others in the presentation) (See below for additional information.) (3) Submit a Mid-Term Paper (due on Friday, March 13 before Spring Break) that will examine the reasons for concentrating so much attention on matters of diversity in preservice and continuing teacher education programs. (In essence, in 8-10 pages, create a coherent and well documented argument for attending to matters of diversity in either preservice or continuing teacher education. Make this a literature review that can be used in future presentations but carefully attend to the validity and reliability of the research evidence presented in those studies. Examine at least one “qualitative” and one “quantitative” citation and closely examine that work and present critical evidence regarding the suitability or appropriateness of the research for the argument presented.) (4) The Final Paper for the course will be a 10-12 page policy brief for “reconceptualizing” one of College Park’s teacher education programs and its commitment to diversity with recommendations for the future. You will prepare and present a formal presentation on May 11. A short handout that outlines or highlights the findings and recommendations should be given to all class members. You are encouraged to use various presentation modes. Presentation time will be 30 minutes with 10 minutes of Q&A to follow. Among the questions you may want to consider are whether you are satisfied that the program you have identified is making “a good faith effort” to prepare teachers who can positively affect the learning of all students? In the policy brief include the evidence you gathered and the way you analyzed that evidence to reach your conclusion. Show evidence of having examined course syllabi and program descriptions, reading lists and experiential requirements. Conclude by identifying 3-5 things you would do to improve or enhance the ability of that program to better serve all students).

Each of these assignments will be discussed more fully in class. All papers should be done in APA style with your name and the date of submission clearly evident in the upper right-hand corner of the first page.

**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 accommodation, please contact me as soon as possible to make the appropriate arrangements.

**Participation and Professionalism:** Class participation includes student engagement in an on-going discussion of the goals and purposes of teacher preparation
and professional development in contemporary society. Students are encouraged to ask questions and to participate in planned and impromptu discussions. Small group discussions will occur at every class meeting and students are expected to participate in them. Class participation also includes leading a class discussion on a chosen unit.

Students will select two units from the identified units #3-14. With other students enrolled in the course, they will use the attached worksheet for the unit and develop a work statement, purpose or goal statement for the unit, identify pertinent questions, a process for the class to follow, and identify additional readings that you believe all class members should read. You should plan on meeting with the instructor at least 10-days prior to the scheduled time for the unit to be presented and then be prepared to distribute a completed worksheet to your classmates at least one-week prior to its presentation. One week later (or following your presentation) you will be asked to submit a one-page summary of the lesson that answers two questions: did I (we) succeed in meeting the goals we had set for the unit? What would I (we) change if we were to do it over?

Students are expected to honor the code of academic integrity for the University of Maryland (see: [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.”

**Grading:** Grades of A-D will be awarded based on the following criteria: (1) attendance at all class sessions, (2) presentations and participation in discussions regarding issues raised in class, and (3) completion of reading summaries, a mid-term paper, and a final paper. 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%
- Reading Summaries: 15%
- Unit Leadership (unit design, delivery, and summary): 30%
- Mid-term Paper: 20%
- Final Paper: 25%

**Class Meeting Schedule:**

- **January 26**  Unit #1  The Potential of Teacher Education for Addressing Issues of Diversity in American Society
- **February 2**  Unit #2  Professional Commitment to Diversity and Multicultural Education (NCATE Standard IV)
- **February 9**  Unit #3  The Research Base and Teacher Education for Diversity
- **February 16**  Unit #4  Reframing Teacher Education: Why Social Capital
February 23  Unit #5  Finding an Appropriate Analytic Lens (Critical Race Theory)

March 2  Unit #6  Alternative Pedagogies for Teaching and Learning

March 9  Unit #7  Legal and Policy Issues Related to Diversity and Teacher Education

March 16  SPRING BREAK

March 23  Unit #8  Attracting, Preparing and Supporting a Diverse Teaching Force for America’s Schools

March 30  Unit #9  Diverse Learners in the Context of School Reform

April 6  Unit #10  Exceptionality and Teacher Education for Diversity

April 13  Unit #11  Language Diversity and School Reform

April 20  Unit #12  Sexual Orientation, Diversity and Teacher Education

April 27  Unit #13  Diversity and Accountability: Tracking and Testing

May 4  Unit #14  Education and Social Change: Creating Transformative Teacher Education Programs

May 11  Unit #15  Wrapping It Up: Teacher Education for a Diverse America

Readings and Other Resource Materials: All students will be expected to read selected chapters from:


UNIT #1
Course Overview:
The Potential for Teacher Education and Professional Development to Address Issues of Diversity & Pluralism in American Society

General Problem Statement:

There is a nation-wide debate regarding the best ways to prepare teachers. There are different structural, organizational, and conceptual ways of preparing teachers (and different philosophies that under-gird these conceptions). At least since the 1960s, this debate has focused on the most appropriate ways of preparing teachers for the “real world” and the realities of contemporary schooling in American society. Just as there are beliefs about the role that schools can play in transforming American society and promoting social and economic equality, so too are there beliefs about the importance of teacher education. The theme of teacher education for “social-agency” is a fundamental statement of belief by most in teacher education.

Goals:

To come to understand the conceptual framework for the teacher education program at the University of Maryland

To appreciate the emphasis given to diversity in that conceptual framework.

To understand the array of programs in teacher education offered by the College of Education at the University of Maryland and the attention to matters of diversity in both the courses and the experiences provided to teacher candidates.

To appreciate the sources of data for analyzing and describing teacher education at the University of Maryland.

Questions:

Why is there so much attention to diversity in the preparation of teachers?

What is a conceptual framework for teacher education? What is its source? How is it used? Why is it important? How does the Maryland framework address diversity?

What is the theory of school change or educational change implicit in the construction of the Maryland conceptual framework?

What are ways that Maryland’s program seeks to develop “capacity” to deal with matters of diversity? What are the ways that “we” might know that we have succeeded in building such capacity in teacher candidates or candidates pursuing advanced degrees?

Class Process:

After considering the syllabus and the expectations for this class, we will look at the issue of diversity as it pertains to schools and backward map to teacher education and the ways that formal preparation programs are expected to address these matters. The class will also seek to reach consensus on working definitions for diversity, cultural pluralism,
multiculturalism and social justice. (A subsequent work sheet will be handed out during the first class period.)

**Required Reading:**


**Suggested Reading:**


Professional Commitment to Diversity and Multiculturalism

General Problem Statement:

Professional organizations have contributed much to the articulation of the diversity agenda in teacher education. Their efforts have been complimented by an array of quasi-governmental agencies that have promoted an agenda of diversity and pluralism. These professional societies have a significant influence on the conduct of programs in teacher education (and professional development) and we will examine their agendas and impact.

Goals:

To understand how professional societies and organizations transformed the discourse about teacher education in the past half century to focus on matters of diversity, equity and pluralism.

To appreciate the influence of the National Council for the Accreditation of Teacher Education (NCATE) on the conduct of programs in teacher education, particularly as they relate to matters of diversity, equity and pluralism.

To know the principles embedded in the Interstate New Teacher Assessment and Support Consortium (INTASC) regarding diversity, their source, and the impact they have on state licensing and professional certification.

Questions:

What is the connection between NCATE’s Standard IV on Equity and Diversity and the University of Maryland Conceptual Framework emphasis on diversity?

Why does the University of Maryland teacher education program have to be cognizant of the INTASC principles and their emphasis on diversity?

What evidence would “satisfy” accreditors and those who license beginning teachers that there is “good faith effort” on the part of the University of Maryland to meet those standards and principles?

Class Process:

In the required reading is a syllabus for a course in multicultural education. The class will spend time considering the strengths and weaknesses of this syllabus as a way of analyzing other syllabi in diversity and multicultural education.

Required Reading:


Interstate New Teacher Assessment and Support Consortium (INTASC) (1992). Standards for Beginning Teacher Licensing, Assessment and Development:


Suggested Reading:


UNIT #3
The Research Base for Teaching Diverse Learners

**General Problem Statement:** Over the course of the past half-century much research has been conducted which explores the teaching of diverse students. A parallel set of research studies examines effective ways of preparing teachers to teach diverse students. Despite these efforts, there are gaps in the understanding of effective ways to prepare teachers and teach diverse students. What are research topics that should be explored by doctoral students seeking to become teacher education faculty or staff developers?

**Goals:**
Understand the traditions, methodologies and applications of research that have shaped the preparation and professional development of teachers and other school personnel to fulfill the commitments to diversity.
Understand the availability of quantitative and qualitative data regarding courses and programs, faculty and students in the context of diversity and multiculturalism for the teacher education program at the University of Maryland.
To begin to understand different ways of examining the diversity aspects of teacher education in the context of the Maryland programs.

**Questions:**
What does research tell us about preparing culturally proficient or multiculturally competent teachers?
How do Bennett’s genres of research in multicultural education shape the way that we frame research questions in teacher education and professional development?
Are there instruments that have been developed for use to measure the efficacy of multicultural education?

**Class Process:** To Be Determined by Class Presenters.

**Required Reading:**


**Suggested Reading:**


Reframing Teacher Education: Why Social Capital is Important

General Problem Statement: The introduction to this course indicated that we are confronted by two traditions: acknowledgement of multiculturalism as an ideal for American society with appropriate attention to the needs of children based on their linguistic, ethnic and cultural backgrounds and a more activist agenda of “social justice” in which teachers play a significant role in transforming society to ensure equal opportunity for all children. How should teacher education resolve these apparent disparate approaches to diversity and equity?

Goals:
To enable students to define and differentiate between multicultural education and “social justice” with an understanding of the significant paradigm shifts that have occurred over the past half-century.
To understand the definition and meaning of social capital and how it applies to an analysis of diversity and pedagogy.
To appreciate the ways that schools contribute to or undermine social capital.

Questions:
What does ‘critical theory’ have to do with the pedagogy of teacher education?
What are the best or most appropriate ways for prospective teachers to grapple with and come to understand the concept of “human emancipation” in the context of teacher education?
How do feminism, critical race theory, and post-colonial criticism inform teacher education? Why is it important in a discussion of preparing teachers (and providing professional development for practicing teachers) to consider these philosophical approaches?

Class Process: To Be Determined by Presenters.

Required Reading:


Suggested Readings:


Institutionalized Racism and Inequality in Teacher Education: Is Critical Race Theory the Way to Frame a Teacher Education Program?

**General Problem Statement:** It is asserted that racial categorization organizes American society in relationship to privilege and access to goods and services, including the quality of schools and the opportunities for learning in classrooms. Further, it is argued that White privilege or supremacy has been able to subordinate people of color while maintaining an educational system that purports to provide equal educational opportunity for all. The teacher education literature of the past decade has included much analysis of the system, organization, admissions, pedagogy and faculty using Critical Race Theory. Analytic lens have been developed to explore the meaning and importance of this theoretical approach to the study of teacher education.

**Goal:** Understand the sources, meaning and background of Critical Race Theory and how it is applied to the study of teacher education. Define racism and institutional racism and how these concepts are viewed relative to teacher education.

**Questions:** Scholars contend that Critical Race Theory (CRT) offers a framework for analyzing schools and schooling; Michael Vavrus describes CRT as “an analytic tool that offers perspectives on race and the causes, consequences and manifestations of race, racism, inequity and the dynamics of power and privilege in schools and schooling.” Is CRT an adequate or appropriate analytic framework to examine teacher education? Could it be used as a “central and intersectional” framework for examining all public policy?

Scholars describe CRT as interdisciplinary (Ladsen-Billings) and trans-disciplinary (Tate). What does this mean in the context of teacher education?

Scholars suggest that CRT offers a way to change racially oppressive conditions through a commitment to human liberation. Can you imagine how this vision of CRT might be applied to the preparation and professional development of teachers?

Scholars now contend that CRT can be used to enable the disparate interests of marginalized groups (Native American, Latino, Asian American, African-American, etc.) to be converged into a collective and pragmatic anti-racist plan for schools and schooling. Is this possible to do in teacher education? Do different groups have “disparate interests” when it comes to teaching and teacher education? If so, what are these? How might they be addressed?

**Class Process:** To be determined by class presenters.

**Required Readings:**


**Supplemental Readings:**


Alternative Pedagogies for Teaching and Learning

**General Problem Statement:** Emerging from any consideration of diversity and equity is attention to learning theory and the different pedagogies that have been constructed to respond to particular students. What is *Culturally Responsive Pedagogy* and how does it serve particular students? How should it be taught in teacher education programs? Are there other pedagogies to meet the particular cultural or social or learning needs of children?

**Goals:**

Students gain understanding of how and why we differentiate between constructivist and socio-cultural theories of learning.

Students gain understanding of differences in pedagogies associated with each theory of learning and the consequences for their utilization.

**Questions:**

What are the epistemological and ontological differences between socio-cultural and constructivist theories of learning?

In framing a teacher education program, what is the significance of these differences and how should they be addressed?

**Class Process:** To Be Determined by the Class Presenters.

**Required Reading:**


**Suggested Reading:**


Legal and Policy Issues Related to Teaching All Children

**General Problem Statement:** For more than a half-century a variety of legal and policy remedies have been applied to overcome the inequities in American education and to promote equality of educational opportunity. *Brown v Board of Education* is the most often cited legal case, but there are a number of other Supreme Court decisions that have greatly influenced the efforts to provide a fair and equitable education for all children.

**Goals:**
To gain an appreciation of some of the remedies that have been designed and implemented to overcome inequities in the provision of schooling.
To consider what teachers and other school personnel need to know about these “remedies” and their success or failure.
To appreciate the consequences of the recent decision on the use of racial and other characteristics for the integration of the public schools in Seattle and Louisville.

**Questions:**
How do we measure the success of a particular diversity policy?
Given what we have considered regarding social and cultural capital, how would you use that lens to interpret or describe the recent Louisville-Seattle decision of the Supreme Court?
What is “color-blindness” mean in the current political and social climate?
Has affirmative action been a good policy? Has it served the interests of all Americans?
What are the consequences of the various referenda on the admission of minorities to public colleges and universities in California and elsewhere?
What do future teacher educators need to know about these legal and policy issues to function effectively in teacher education programs?

**Class Process:** To be determined by class presenters.

**Required Reading:**


**Suggested Reading:**


Attracting, Preparing and Retaining a Diverse Teacher Workforce

General Problem Statement:

One of the glaring problems confronting public education is the lack of a diverse teacher workforce. Teaching is largely a white female-dominated occupation and most policy makers recognize the importance of attracting more teachers with diverse linguistic, racial, and ethnic backgrounds. The barriers to attracting, preparing, placing, supporting and advancing teachers of color is one of the most perplexing problems that teacher educators face. Eliminating these barriers is fundamental to fulfilling the goals of a more just and equitable society.

Goals:

To understand why we need a diverse teacher workforce.
To understand the policies and practices that have been used and are being used to attract a more diverse teacher workforce.
To understand the controversies of such policies and practices using various theoretical lens (particularly with regard to university admission practices and certification processes.)

Questions:

What are the causes for teaching to remain a largely white female dominated profession?
What should teacher education programs do to promote greater diversity in the composition of their students?
What is the racial, ethnic, and linguistic diversity of the University of Maryland programs in teacher education? How does this compare to other similar colleges and universities? How would policies and practices need to be changed to affect this composition?

Class Process: To Be Determined by the Class Presenters.

Required Reading:


Suggested Reading:


Diverse Learners in the Context of School Reform

**General Problem Statement:** There have been unceasing efforts to reform every aspect of American public schools since the inception of the common school in Massachusetts more than a century and a half ago. Reform strategies have been articulated in documents and by study groups and teachers and principals have been charged with transforming schools to accommodate or meet public expectations. There is an extensive (some would say exhaustive) literature on school reform. How these reform efforts have affected the learning of all students – particularly diverse students – is the problem we are considering in this unit.

**Goals:**
- To understand the major efforts at school reform over the course of the past quarter century.
- To be able to identify the major reports on the condition of schooling in America and the way they addressed matters of race, language, ethnicity, religion, and social class over the course of the past twenty-five years – or since *A Nation At Risk* (ANAR) was released in 1983.
- To understand the major structural and organizational changes that have been undertaken over the course of the past twenty-five years and to see how these changes affected diverse students.

**Questions:**
- Historically, when do issues of race, ethnicity and diversity first appear in efforts to transform school?
- What is the history of schooling in this country when it comes to various immigrant groups and/or racial, ethnic, or linguistic groups?
- Are the frames of *assimilation vs. pluralism* helpful in the discourse regarding school reform and diversity?
- ANAR is still the defining document for a generation of school reform efforts - that led to NCLB – was there attention to diversity and pluralism in that report? Is there attention to diversity in *No Child Left Behind*? Using various theoretical lenses, how would different scholars interpret or describe such attention?

**Class Process:** To Be Determined by Class Presenters.

**Required Reading:**


**Suggested Reading:**

General Problem Statement: The 1974 enactment of The Education of All Handicapped Children Act transformed many aspects of schooling in this country. It introduced ways of teaching for students with special needs and promoted the idea of inclusive education in “least restrictive environments.” Enrollments in special education surged in the intervening 35 years and today schools are faced with significant populations of students with special needs – with students from so-called minority populations making-up a disproportionate number in that population.

Goals:

To understand the different aspects of student exceptionality and ways that schools and communities are attempting to address them.
To examine the disproportionate representation of minority students in special education and to be able to explain the reasons for this and some remedies that are being articulated.
To be able to describe efforts at “general teacher education” and the challenges programs and processes have faced over the course of the past 25 years.

Questions:

In the preparation and professional development of teachers and other school personnel, how do we address the needs of exceptional students – or students with special needs?
Is there a body of research that informs us of the most effective ways to prepare and educate teachers to enable students with special needs to learn?
What are methods of research that enable us to know more and be able to learn about these exceptionalities?
How have teacher education and professional development been transformed to accommodate the policies and practices that promote inclusive schooling for all children?

Class Process: To Be Determined by Class Presenters.

Required Reading:


Suggested Reading:


Language Diversity and Teacher Education

**General Problem Statement:** There are an increasing number of linguistically diverse students in PK-12 classrooms. Recent census data suggests that more than twenty percent of American school children speak a language other than English in their homes. Finding ways to address the particular needs of so-called “language minority students” is a major public policy issue. While there is a degree of consensus about all Americans needing to speak English, there is much divergence beyond that relative to the ways and means of fulfilling such policies. This is also an issue for future teacher education faculty. What is language policy? What should be policy be relative to second language students? Enabling all students to learn English demands that all teachers have understanding about language acquisition and second language learning.

**Goals:**

What should teacher preparation programs do to prepare teachers for the challenges of successfully teaching language minority students?

**Questions:**

How is language acquisition and academic achievement related?
What do all teacher educators need to know about language acquisition and second language learning?

**Class Process:** To be determined by class presenters.

**Required Reading:**


**Suggested Reading:**


UNIT #12
General Problem Statement: Teacher education programs have been silent on lesbian, gay, bisexual and transgender issues despite the fact that some ten percent of PK-12 students are LGBT or that a substantial percentage of teachers are LGBT. Whether intentional or unintentional, such issues are largely excluded in the readings and the experiences of preservice teachers. It may be for fear of political backlash (the California Proposition 8 result eliminating the right of same sex couples to marry) or because of latent or manifest homophobia, but teacher education is largely absent of such consideration. Even when it is present, it is often done in ways that merely reinforce negative or stereotypical representations of LGBT students and teachers. Making sure that teacher education is responsive to the needs and expectations of all students – regardless of sexual orientation or gender identity – is the goal.

Goals: To gain understanding of issues of sexual orientation as they pertain to the preparation of teachers or the continuing education of teachers.

Questions:
Why is the matter of sexual orientation so difficult to confront in teacher education?
Should matters of sexual orientation be given the same consideration as issues of diversity pertaining to race, ethnicity, language, and religion?
Are there theoretical frameworks to use in considering matters of sexual orientation in teacher education?

Class Process: To be determined by class presenters.

Required Reading:


Supplementary Readings:


UNIT #13
Diversity and Accountability: Tracking and Testing

**General Problem Statement:** The role and purpose of testing and the way that tests are constructed, administered, graded and interpreted has had a profound impact on the way that we view student diversity and the learning of particular gender, ethnic and racial groups.

**Goals:** To engage in the debate regarding testing and the different forms and purposes of assessment.

**Questions:**

What is the role and purpose of student assessment?
Do current testing practices create an accurate picture of students (and teacher candidates) from diverse backgrounds?
What are the various forms of assessment and when is it most appropriate to use them?
What is the debate regarding VAA and its appropriateness as a tool for assessing the progress of all students?
What are appropriate accommodations for English language learners and students with special needs in the administration of various standardized tests?
What do teacher educators need to know about assessment to perform their role?
How do test makers take into account cultural diversity and the different backgrounds of students?

**Class Process:** To be determined by class presenters.
UNIT #14
Program Design for Transformative Teacher Education and Professional Development

General Problem Statement: In this unit, we revisit all of the previous units and focus on the matter of whether teacher education programs can be instruments for change. Embedded in all of the literature on reform and revitalization of teacher education is the assumption that initial and continuing education of teachers leads to better student learning. Changing the conditions for learning for all students is the goal. In an era when policy makers are increasing their calls for effectiveness, efficiency, standardization, measureability and accountability, can teacher education play a transformative role in preparing teachers for a more equitable and just society?

Goals:

To be able to identify different theories of change embedded in the literature concerning teacher education and professional development.
To be able to describe the different conceptions of teacher professionalism and the importance of this concept for teacher educators.

Questions:

Can teacher education serve an instrumental role in the transformation of schools?
Does the profession of teaching have to change to accommodate activist teaching?

Class Process: To be determined by class presenters.
**Required Reading:**


**Suggested Reading:**


UNIT #15
Wrapping It Up: Teacher Education for a Diverse America

**General Problem Statement:** The commitment to diversity and action that is embedded in the literature regarding teacher education and professional development is expansive. As we have seen, it is drawn from a variety of sources and is based on a knowledge base that is limited in scope and design. We need bold thinking regarding new ways to address the achievement gap and to provide all students with a more equitable and high quality education. The next generation of academic researchers and professional practitioners will assume the responsibility for ensuring that all students succeed.

**Goals:**

To enable students to showcase their final papers and to make the case for change. To identify and use various tools to assess the effectiveness of preparation and professional development programs and their commitment to diversity.

**Class Process:** Students will present the most salient points from their final papers.