EDU 820: Program Development in Teacher Education
Fall 2010

Instructor: Prof. Joanna O. Masingila
201 Carnegie Hall
315-443-1483
E-mail: jomasing@syr.edu
Office hours: by appointment

Time: Thursdays, 4 - 6:45 p.m.

Place: 233 Physics

Course Description: This course is designed for graduate students interested in exploring issues in teacher education. The course will examine current issues in teacher education, and look carefully at the use of case studies as a vehicle for preparing teachers. As a culminating assignment, students will work in teams to develop a model teacher education program.

Objectives: There are three objectives for this course.

I. Broaden students' perspectives about teacher education.

II. Use these perspectives to examine current issues in teacher education.

III. Use these perspectives to design a teacher education program.

Primary References:

Articles available on Blackboard and distributed in class

Secondary References:
Articles in Journal of Teacher Education: http://jte.sagepub.com

Documents from National Commission on Teaching and America’s Future: http://www.nctaf.org/index.html


Assignments:
1. Study all readings and be prepared to discuss them intelligently.

2. Prepare one question for discussion about the readings each week. This needs to be sent via email to me by Wednesday at 11 pm the day before each class meeting. Each of you will serve as a discussion leader with a classmate for two class periods. I will send the list of questions to the discussion leaders by Thursday 8 am so they can plan for leading the discussion.

3. Prepare an annotated bibliography of 5-6 articles (8-9 articles for doctoral students) related to an issue in teacher education in your content area. A: You will first turn in a reference list in APA format of the articles with a one-paragraph discussion of the issue you’ve chosen and how the articles that you’ve chosen will give you a coherent look at this issue. [due September 23] B: You will then create an annotated bibliography for each article, giving the reference in APA format, the published abstract (if available), and two to three paragraphs discussing the points of the article that relate to your issue. [due October 14]

4. Write a 6-8 page paper, using the articles in your annotated bibliography, discussing the issue you’ve chosen in teacher education. Your discussion should provide the reader with an overview of this issue, how it relates to the content area or population of your choice (e.g., science education, elementary teachers), and how researchers are working to address this issue. [due October 28]

5. Write a 6-8 page paper critiquing the Weighty Decisions multimedia case study in light of research on the use of cases and how it may or may not address issues in professional development. [due November 18]

6. Work on a team with other class members to develop a model teacher education program. [due December 9]

Point Distribution:
1. Class participation/preparing questions/discussion leader 10%

2. Papers 40% (20% each)

3. Annotated Bibliography 20%

4. Model Teacher Education Program 30%
**Students with Disabilities.** Students who may need academic accommodations due to a disability are encouraged to discuss their needs with the instructor at the beginning of the semester. In order to obtain authorized accommodations, students should be registered with the Office of Disability Services (ODS), 804 University Avenue, Room 308, 315-443-4498 and have an updated accommodation letter for the instructor. Accommodations and related support services, such as exam administration, are not provided retroactively and must be requested in advance.

**Academic Integrity Policy.** The following material comes from the Syracuse University Student Handbook (an online version of the Handbook with additional explanations of academic integrity and examples of how it may be violated can be found at http://students.syr.edu/handbook/):

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect the highest standards of academic integrity from all other community members. Academic integrity is violated by any dishonest act which is committed in an academic context including, but not limited to, the following:

*Use of Sources*  Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source. Examples of plagiarism: (1) Paper is downloaded from an Internet source and/or obtained from a paper mill; (2) paper contains part or all of the writings of another person (including another student), copied without citation; (3) paper contains passages that were cut and pasted from an Internet source, without citation.

*Course Work and Research*  (1) The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation; (2) fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data; (3) copying from another student's work; (4) actions that destroy or alter the work of another student; (5) unauthorized cooperation in completing assignments or examinations; (6) submission of the same written work in more than one course without prior written approval from both instructors.
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Sept 2</td>
<td><strong>Introduction to Teacher Education:</strong> read syllabus to understand course; answer survey questions and submit</td>
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<td>Sept 9</td>
<td><strong>Understanding Issues in Teacher Education:</strong> organization of course; discussion of class members’ survey responses; 1st part—discussion of &quot;Teacher Education and the American Future&quot;; 2nd part—discussion of Preface and Chapter 1 in Darling-Hammond (2006)</td>
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<td>Sept 23</td>
<td><strong>Understanding Issues in Teacher Education:</strong> 1st part—discussion of “Unraveling the ‘Teacher Shortage’ Problem: Teacher Retention is the Key” and “Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms”; 2nd part—discussion of Chapter 4 and Appendices A-C in Darling-Hammond (2006)</td>
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<td>Sept 30</td>
<td><strong>The Role of Teacher Education:</strong> 1st part—discussion of “‘In It For the Long Haul’: How Teacher Education Can Contribute to Teacher Retention in High-Poverty, Urban Schools”; 2nd part—discussion of Chapter 5 in Darling-Hammond (2006)</td>
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<td>Oct 7</td>
<td><strong>The Role of Teacher Education:</strong> 1st part—discussion of “The Teacher Educator’s Role in Enhancing Teacher Quality” and “Standards for Teacher Educators”; 2nd part—discussion of Chapter 6 in Darling-Hammond (2006)</td>
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<td>Oct 14</td>
<td><strong>Case Methods in Teacher Education:</strong> 1st part—discussion of “Toward a Pedagogy of Cases” and <em>Weighty Decisions</em> video for Journal Day 0, Classroom Day 1 and Journal Day 1; 2nd part—discussion of Chapter 7 in Darling-Hammond (2006)</td>
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<td>Oct 21</td>
<td><strong>Case Methods in Teacher Education:</strong> 1st part—discussion of “Learning to Think Like a Teacher,” “Cases for Decision Making in Teacher Education” and <em>Weighty Decisions</em> video for Classroom Day 2 and Journal Day 2; 2nd part—discussion of Chapter 8 in Darling-Hammond (2006)</td>
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Oct 28  The Research Base for Teaching and Learning with Cases: 1st part—
discussion of “Discovering Teaching and Learning Through Cases,”
“Commentary: The Case for More and Bigger Cases,” “Case Methods and
Teacher Change: Shifting Authority to Build Autonomy,” “Comments on ‘Case
Methods and Teacher Change: Shifting Authority to Build Autonomy,” and video
for Classroom Day 3 and Journal Day 3 from Weighty Decisions; 2nd part—
discussion of Chapter 9 in Darling-Hammond (2006)

Nov 4  The Research Base for Teaching and Learning with Cases: 1st part—
discussion of “The Role of the Facilitator in Case Discussions,” “Commentary on
‘The Role of the Facilitator in Case Discussions” and video for Classroom Day 4
and Journal Day 4 from Weighty Decisions; 2nd part—discussion of Chapter 10 in
Darling-Hammond (2006)

Nov 11 The Research Base for Teaching and Learning with Cases: 1st part—
a Case? What Is Not a Case?’” and the following case assignment: On the CD,
look at the selections on the Issue Matrix under “Facilitating Group Work,” and
“Teacher Decision Making.” Be prepared to discuss what the teacher was doing
to facilitate group work and what insights you gained into how she made

Nov 18 Teacher Learning: 1st part—discussion of “Teacher Learning: The Key to
Educational Reform” and “Preparing Teachers to Learn from Teaching”; 2nd
part—work in teams on model teacher education programs

Nov 25 No class—Thanksgiving Break

Dec 2 Teacher Induction: 1st part—discussion of “Induction Into Learning
Communities” and “Learning Teams: Creating What’s Next”; 2nd part—work in
teams on model teacher education programs

Dec 9 Sharing our Model Teacher Education Programs: discussion of
“Understanding Pre-service Teachers’ Emerging Practices Through Their
Analyses of a Multimedia Case Study of Practice”; teams share model teacher
education programs