

Department of Curriculum, Culture, and Educational Inquiry
College of Education
Florida Atlantic University

EDF 7917 Instructional Policies and the Teaching Profession

Course Description:

Participants examine the current political, economic, and social challenges and dilemmas for the teaching profession. The course includes analysis of teacher certification trends, teacher education models, and research on teacher learning.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

This course enables participants to be *informed* about the policies, practices and research that directly affect the teaching profession. Participants will be challenged to consider ethical implications of mandates, legislative initiatives, and policies affecting teachers and teaching while they examine their own role as leaders and scholars in the profession. Participants will become more *capable* researchers and persuasive contributors to policy making, as they plan research, conceptualize, and strategize positive change proposals to improve instruction and contribute to an ethical profession.

Course Objectives

Participants will:

1. Develop a concept map of what they have learned in the course regarding policies and practices in teaching (EAP 3.2).
2. Understand a research framework for each of the knowledge and practice areas that constitute the professional knowledge base for teachers. (EAP 3.2, 7.2)
3. Plan and practice teacher leadership as discussion facilitation. (EAP 8.1)
4. Review current research studies in a relevant teaching domain and develop a persuasive power point targeted for policy makers. (EAP 2.2, 4.2)
5. Develop a research-based narrative targeted for teachers to develop and use best practices in a professional context. (EAP 2.2, 4.2)
6. Assess elements of effective teacher education programs with respect to research on teacher learning and teacher development. (EAP 1.2)

Required Texts:

- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Fuhrman, S. H., Cohen, D. K., & Mosher, F. (2007). *The state of education policy research*. Mahwah, NJ: Lawrence Erlbaum.

And/or

Richardson, V. (Ed.) (2001). *Handbook of research on teaching* (4th ed.). Washington, D.C.: American Educational Research Association.

Additional readings as assigned by Instructor.

Schedule of Class Sessions:

Session One Introduction to course and topics, Building Criteria for assignments

Readings: Darling-Hammond & Bransford, Preface, Committee, and Contributing Authors & Chapter 1

Session Two Instructional Practices: Expertise and Expert Teachers

Readings: Berliner, D. C. (2001). Learning about and learning from expert teachers. *International Journal of Educational Research*, 5(35), 463-482.

Session Three What is Policy?

Readings: **What is the relationship between policy, instructional practice, and research?**
Fuhrman, Cohen, & Mosher, Preface, Contributors, & Chapter 1

Session Four Policy Issues Related to Instructional Practices

Readings: Fuhrman, et al – Chapters 2,3,4 - The Making and Effects of Education Policy

Session Five Instructional Practices in Diversity: Practice, Research, and Policy Recommendations

Readings: Jigsaw Expert Groups: DH and Bransford – Chapters 3,4,7

Session Six Teacher Learning/Teacher Knowledge: “The Teacher Quality Problem”

Readings: Darling-Hammond & Bransford, Chapter 2, 6 & 10

Session Seven Teacher Quality, Highly Qualified Teachers

Readings: SREB and National Board Certification article
06E09-NationalBoardCertification.pdf

Teacher Quality report Title 2 USDOE
2004Title2-Report.pdf

Session Eight Ninety minute DISCUSSION LEADERS:

DUE: White Paper (see criteria)

Session Nine K-12 Teacher Education: Issues of Design and Practice

Readings: D-H and B: Chapter 11 Design of Teacher Education Programs & Chapter 12, Teacher Education, Organizational and Policy Change

Session Ten Model Teacher Education Programs, Induction Programs, Instructional Practices in Use

Readings: Selected overviews of model programs (web-based and interviews)

Session Eleven Alternative Certification and Teacher Preparation

Readings: Article: Humphrey, D. C., & Wechsler, M. E. (2005). Insights into alternative certification: Initial findings from a national study.

DUE: Persuasive Power Point (see criteria)

Session Twelve Policy Issues and Scale: Classroom, District, State, and Federal

Readings: Fuhrman, et al – Chapters 14, 15

Session Thirteen Policy Issues (continued) Higher Education and Instructional Practices

Readings: Chapter 16 – Fuhrman, et al

Session Fourteen Teacher Learning and Learning Communities Research

Readings: Web Quest and Local District Investigation

Session Fifteen Teacher Community Research and Implications for Policy

Readings: Grossman, P., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942-1012. (on Blackboard)
Fuhrman, et al – Chapters 11 – 13 and Commentary by Carol Weiss

DUE: Concept Map – Your Learning and the “Four Pillars” of this course (see criteria)

Course Assessments

1) Model Teacher Education Report (Course Objective 5)

Wheelock College
Bank Street College of Education

Alverno College
 University of Southern Maine
 Teachers College Columbia Teacher Education Program
 Stanford University's Teacher Education Program
 Michigan State University's Teacher Education Program
 University of Wisconsin's Teacher Education Program
 Illinois State University's Teacher Education Program
 University of Santa Cruz New Teacher Project
 California's Beginning Teacher Support and Assessment Program
 Connecticut's Beginning Teacher Support and Training Program
 Induction Program in Rochester, NY
 Induction Program in Columbus, Ohio

Criteria for Model Teacher Education Report

Maximum of 2-3 pages – please provide copies (or email) to peers in class

- ___ 5 ___ Clear, concise overview of main characteristics of the program(s)
 ___ 5 ___ Your identification of unique elements of the program(s)
 ___ 5 ___ Your analysis of why the program(s) is considered a 'model'

2) White Paper

What is a White Paper? The term white paper is an offshoot of the term white book, which is an official publication of a national government. A famous white paper example is the Winston Churchill White Paper of 1922, which addressed political conflict in Palestine.

A white paper typically argues a specific position or solution to a problem. Although white papers take their roots in governmental policy, they have become a common tool used to introduce innovations and products.

Know Your Audience

Perhaps the biggest mistake white paper writers make involves not properly understanding the disposition of their readers. For the purposes of this assignment, your audience is experienced teachers who are required to read and respond to your white paper as part of their professional development. Review the texts for our class regarding teacher learning and be sure to use what you read in the development of this white paper.

A white paper must quickly identify problems or concerns faced by its readers and lead them down the path to a solution. Different types of readers look at the same problems from different perspectives. Teachers usually are very busy and this may mean that they have extremely short attention spans, an important consideration when writing to this type of audience. If you do not grab the reader's attention in the first paragraph, you will never achieve your objectives. There are really only two ways to write white papers: (1) by focusing on your self-interests or (2) by concentrating on the interests of your readers. Do the latter for this assignment. <http://www.stelzner.com/copy-g-HowTo-whitepapers.php>

You must use at least 10 references, including your two textbooks. You must go to the original references for information, if those references were found as secondary sources in your

texts. The audience for your White Paper is teachers or instructors at the community college/higher education level.

Best Practice White Paper Topic Options

Curriculum integration as a means toward student achievement
ELL innovations and best practices
Assessment innovation and current research
Subject matter knowledge, pedagogical content knowledge and quality teaching
Mentoring new teachers as a means of retaining quality teachers
Teacher evaluation (research-based) that contributes to high quality teaching
New research on developmentally appropriate practice and how to apply it
Collaboration as a means of improving teaching
Teacher leadership and school reform
Feedback and quality teaching
Expertise and quality teaching

Criteria for Best Practices White Paper

___ 10 ___	Clear identification of problem(s) or questions being addressed by the paper
___ 10 ___	Specific data-based discussion of context for this problem (i.e., this community, this county, this state)
___ 10 ___	Clear identification of convincing reforms/changes suggested by the research (do not be limited by what is; rather, propose what should be)
___ 10 ___	Clear proposal for action aimed at your audience of teachers or instructors (identified by level)
___ 10 ___	Appropriate application of specifics from at least 10 references related to the topic

3) Persuasive Power Point (Course Objective 4)

Much of this course focuses on audiences for research, policy, and practice. For this assignment, your audience is the School Board, Board of Trustees, and your immediate supervisors/administrators. Power Points should be no less than 35 and no more than 50 slides. For your in-class session (October 6), you should select between 6 and 10 of those slides to share and talk from for a persuasive presentation lasting no more than 15 minutes. For this assignment, you are asked to draw on what you are learning about policy and policy making in this course.

Please choose from the list unless you have received permission from instructor for an alternative project. The topics are intentionally broad; you must choose a focus, a target problem that has policy implications for decision makers to act upon.

For both this assignment and the White Paper assignment, you will want to choose topics that will stretch your knowledge of the curriculum and instruction topics you are not already very familiar with and should be prepare for to succeed on the Qualifying Examinations. Note: do not focus on the same topic for the White Paper and the Persuasive Power Point.

POWER POINT TOPIC OPTIONS:*Accountability**Learning Communities, building community among teaching professionals**Retention/teacher labor market**Evidence-Based practice**Equity and research-based practices**Teacher quality***Criteria for Persuasive Power Point Presentation**

_____ 5 _____	Appropriate selection of target slides; appropriate use of maximum of 15 minutes; well planned presentation
_____ 10 _____	Background, statement of the problem you are posing
_____ 10 _____	Convincing, data-based rationale for posing the problem to the decision makers present (i.e., why should they care?)
_____ 15 _____	Research-based solutions to the problem posed, appropriate for this context, this community, this policy making entity
_____ 10 _____	Persuasive use of data/references

4) Concept Map (Course Objective 1,2) A concept map is a technique for representing knowledge in networks of concepts. Networks consist of points and links. A concept map allows you to categorize your thinking, associate ideas, and indicate what you believe are major and minor ideas. You are encouraged to explore models and examples of concept maps on the Internet.

Taking four major themes of this course (**Teacher Learning, Teacher Community, Teacher Education, Education Policy Research**), you will construct your own, individualized concept map synthesizing your knowledge and understanding of these themes. No two concept maps will look alike. This should be viewed as an ongoing assignment that you will build using readings and our in-class discussions after/during each class. Use of software, such as Inspiration, for this task is encouraged, though not required. Maps will be shared in class on October 20.

Concept Maps for EDG 7917 - Criteria Checklist

20 points:

1. _____ Does the map focus on a **Big Idea** or **Essential Question**?
2. _____ Does the map accommodate sufficient specifics about the four main themes of the course?

20 points:

3. _____ Does the map show **connections** between what you are learning as content, skills, or concepts?

4. _____ Does the map show connections as:

Linear ? (arrows, straight lines, flow charts)

OR **Circular** ? OR **Recurrent** ?

OR **Some of each of the above**?

5. _____ Does the map indicate the **importance** of different activities or concepts through size of the words, the shapes, the symbols? (The larger the representation, the more important the concept, idea, or skill, in your view)

10 points:

6. _____ Is the map **easily read and interpreted**, even for professionals new to these topics?
7. _____ Is the map **interesting** to look at? Engaging? Aesthetically appealing? Fun?
8. _____ Does the map **invite conversation**?

5) Discussion Facilitation: Planning and Leading a 90 minute session on the Readings (Course Objective 6). While the readings are guides, do not feel that you need to be limited to them or by them. You are the facilitator; you cannot necessarily rely on the fact that your peers will have read those chapters, but you can use the chapter(s)/articles as a basis for rich discussion that goes beyond the readings. If readings noted are not in the text, they will be provided on Blackboard. Use this opportunity to build your discussion and teaching skills with adults; that is the purpose. Only one facilitator/discussion leader per topic please. If more topics are needed, more will be provided.

Criteria for Discussion Leader Planning and Facilitation

- ___ 10 ___ Engagement and participation of peers
 ___ 5 ___ Evidence of planning/shared agenda for 90 minute session
 ___ 5 ___ Clear goals for discussion
 ___ 5 ___ Mini-lesson by facilitator on the topic/big ideas/essential questions
 ___ 5 ___ Discussion of application of participant learning; next steps
 post-discussion
 ___ 5 ___ Clarity, pacing/use of 90 minute block, constructive listening, effective use of
 texts during interaction session

Grading

Model Teacher Education Program	15 pts.
White Paper: Best Practice Research	50 pts.
Discussion Leadership, planning and facilitation	35 pts.
Persuasive Power Point – planning and presentation	50 pts.
Concept Map of Teacher Knowledge Research Framework	50 pts.

TOTAL **200 pts.**

- 180-200 = A
 160-179 = B
 140-159 = C
 120-139 = D

References

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Expectations

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

It is your responsibility to read and study all texts, class notes, Internet resources, journal articles, and handouts, and to complete all assignments in a meticulous and professional manner. A student should spend 3 hours studying for each hour s/he is in class. (3 hours in class = 9 hours out of class preparation). This is especially crucial for doctoral students.

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

Michelle Shaw, Coordinator
Office for Students with Disabilities
mshaw@fau.edu
561-297-1263 or 561-297-3880

Dropping the Course It is the students' responsibility to complete all forms. Forms may be obtained in the office of the Registrar located in the Admissions Building. If this is not done, I must assign a grade of F at the end of the semester.

Bringing Children to Class Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

Communication Devices In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular phones must be disabled in class session.

Attendance is expected in all classes, not only because of what you will learn during class, but also because of what you will contribute. According to university policy, a student will receive an F in the course if 4 or more classes (12 clock hours – in a fast track, this would equate to 1 ½ class sessions) are missed. Class is only to be missed in the case of illness or emergency; in these cases, please see me for makeup work that will benefit you and the class. Consequences affecting your grade for absences of less than 12 clock hours will be at the discretion of the instructor.

Punctuality Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Assignments are due at the beginning of class on the due date. Plan ahead. Doctoral work should reflect the highest degree of care, scholarship, and accuracy. An assignment not received during class may be considered late and will result in a grade being lowered

one letter grade; please see me if there are extenuating circumstances. Assignments may be turned in electronically or in word processed form. No handwritten assignments please.

Readings Doctoral courses depend on the preparation that students do for discussion, critique, and analysis. To that end, please read assigned pieces before coming to class. Highlight or use margin notes in order to contribute to a discussion in which each of you is a leader and you are not dependent on the instructor to guide what should be a conversation among scholars.

Plagiarism

Florida Atlantic University Regulation 4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom."

APA defines plagiarism as:

"Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text."