Course Title: *Teacher Development and Education Policy*
EDUC 876 Sec: 001
2012 - Summer B

Instructor: Penelope Earley
Class Date & Time: Tuesday & Thursday 4:30 – 7:10
Class Location: Research Hall 202
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CATALOG DESCRIPTION

Tchr Dev. And Ed Policy. *Prerequisite: Admission to the Ph.D. program and EDUC 870.* Focuses on the impact of policy actions at the local, state, and national levels on teacher preparation and continuing professional development

STUDENT OUTCOMES

At the conclusion of this course, students should be able to:

1. Demonstrate a detailed and sophisticated understanding of major policy issues in teacher education.
2. Analyze and describe the legal and political forces that influence decision making on these issues.
3. Understand and explain the intersections of various policy issues in teacher education at the Pre-K-12 and higher education levels.
4. Understand and explain how and why different levels of education may approach these policy issues in a different manner.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

There are no specialized standards specific to education policy studies. The conceptual framework for this course is linked to the mission of the Center for Education Policy as outlined in its Charter: (1) Translate education research into policy options and recommendations for a variety of audiences (decision makers, practitioners, and the public); (2) Conduct timely, sound, evidence-based analysis; and (3) Develop interdisciplinary and cross-sector policy networks. The student outcomes (in particular 3, 4, and 5) are linked to this mission as are the analytic assignments.

NATURE OF COURSE DELIVERY

This course is taught using lectures and discussions supplemented with outside speakers and a class trip into Washington, DC.

REQUIRED READINGS (note, all assignments from the *Journal of Teacher Education* are available online through the GMU library)

Darling-Hammond, L. (2002, September 6). Research and rhetoric on teacher certification: A response to "Teacher Certification Reconsidered," *Education Policy Analysis Archives*, *10*(36). Available online at: http://epaa.asu.edu/epaa/v10n36.html

Cochran-Smith, M., Piazza, P., & Power, C. (2012). The politics of accountability: Assessing Teacher education in the U.S. AERA Division K Symposium (to be sent by instructor).

Earley, P., Imig, D., & Michelli, N. (Eds.) (2011). *Teacher education policy in the states: Issues and tensions in an era of evolving expectations.* New York: Routledge.

Goldhaber, D. & Hannaway, J. (2009). *Creating a new teaching profession.* Washington, DC: Urban Institute Press.

Hazi & Rucinski (2009) "Teacher Evaluation as a Policy Target for Improved Student Learning: A Fifty-State Review of Statute and Regulatory Action Since NCLB" Education Policy Analysis Archives (http://epaa.asu.edu/ojs/article/view/7)

Newton, Darling-Hammond, Haertel & Thomas (2010) "Value-added Modeling of Teacher Effectiveness: An exploration of stability across models and contexts" Education Policy Analysis Archives (http://epaa.asu.edu/ojs/article/view/810)

Sykes, G. & Dibner, K. (2009, March). *Fifty years of teacher policy: An Appraisal.* Paper commissioned byt the Center on Education Policy, Washington, DC. Available online. Go to http://www.cep-dc.org/ using the search engine for the site, type in Sykes & Dibner and that will take you to a pdf of this paper.

Walsh, K. (2002). The evidence for teacher certification. *Education Next,* 2(1) 79-84. Available online at: http://educationnext.org/positive-spin/

Web Resources

www.ncate.org
www.teac.org

Suggested Readings

Cochran-Smith, M. (May/June 2005). The politics of teacher education and the curse of complexity. *Journal of Teacher Education,* 56(3) 181-185.

Earley, P. (May/June 2005). Meanings, silos, and high stakes advocacy. *Journal of Teacher Education*, 56(3) 214-220.

Labaree, D. (May/June 2005). Life on the margins. *Journal of Teacher Education*, 56(3) 186-191.

COURSE REQUIREMENTS

- Select two articles from the *Journal of Teacher Education* (excluding any required readings) summarize the article (one page, maximum) and analyze the policy implications of the article (three to four pages). (25 points each article = 50 points total).

- Licensure requirement assignment (15 points). Students will identify and analyze teacher licensure requirements from any state other than Virginia.

- Participate in trip to DC to meet with policy makers (10 points).

- Policy memorandum (25 points). Students will write a memorandum to a decision maker of their choosing. The memorandum should (1) identify the decision maker by role (i.e. governor, chief state school officer etc.); (2) in one page or less describe a policy problem associated with teacher recruitment, preparation, licensure, evaluation, or professional development; (3) describe and provide a rationale for policy options to address the problem you describe. The paper may not be more than FIVE pages.

Assignment Submissions: If you want your papers graded electronically (for ease in including it in your electronic portfolio) please send it to me by email prior to class. I will also accept hard copies of papers at the class when they are due.

EVALUATION

An evaluation rubric for this class is attached. All written work must be completed on a typewriter or a word processor and must be within the page limits established by the instructor.

Grading Scale:

A =	96-100	A- =	92-95	B+ =	89-91
B =	85-88	B- =	80-84	C =	75-79
F =	74 and below				

Point assignments for written work:

JTE Summary & Analysis (1)	25 points*
JTE Summary & Analysis (2)	25 points*
Licensure Assignment	15 points
Policy Memorandum	25 points

*deadlines for these analyses will be determined the first night of class.

COURSE SCHEDULE

Before the first class please read: Kennedy, M. (2010). Attribution error and the quest for teacher quality. *Journal of Teacher Education* **39(8) 591-598. DOI: 10.3102/0013189X10390804.**

Class   **Topic and Readings**

1.   **June 5**: Introduction
Course Overview
Nexus of Teacher Education and Policy
Discussion of neoliberal/constructive tensions
Discussion of Kennedy article
Decide on Day/Date for DC trip; confirm dates when class will not meet on campus; decide due dates for JTE analyses.
Assignment for Class 2: Read Earley, Imig, & Michelli, Cpt. 1

2.   **June 7**: History and Evolution of Teacher Education Policy
Assignment for Class 3: Read Sykes & Dibner (copy to be sent to you electronically) and Earley, Imig & Michelli, Chapters 2, 6, & 7.

3.   **June 12:** Government Role in Teacher Education Policy: Federal, State, Local
Assignment for class 4: Students will select a state other than Virginia and find and summarize the requirements for a teacher license (to be presented at the next class). Also read Darling-Hammond (2002); and Walsh (2002).

4.   **June 14:** Teacher Licensing
a. Are requirements similar or different? How?
b. What are implications of your findings for federal teacher education policies?
c. Who (as a group) supports or opposes state teacher licensing policies?
d. What is state program approval and how is it related to teacher licenses and accreditation?
e. Which author makes the most compelling argument/s regarding the importance of a teaching credential? What evidence is presented?
Assignment: Review NCATE and TEAC Web Sites

5.   **June 19**: Teacher Education Accreditation
a.   What is the purpose of accreditation?
b.   Are the things accreditation measures indicators of program quality?
c.   Possible Guest Speaker
Assignment: Read Goldhaber Chapters 1-3 and Cochran-Smith, Piazza, & Power AERA paper sent electronically.

6.   **June 21:** Teacher Education Policy Challenges—Guest speaker Dr. Diana D'Amico
a. Are the challenges as simple or complex as the authors you read suggest?
b. What, if any, are areas of agreement among the authors? Why?
c. What interest groups are or should be concerned about teacher education Policy?
d. How do they influence policy?
Assignment: Read Earley, Imig, & Michelli, Chapters 3, 4, & 5.

7.   **July 10:** Teacher Preparation programs
        Assignment: Read Goldhaber Chapters 6, 8, 9, & 10.

8.   **July 12:** Teacher Recruitment policies
        Assignment: Read Newton, Darling-Hammond, Haertel & Thomas (2010) "Value-added Modeling of Teacher Effectiveness: An exploration of stability across models and contexts" Education Policy Analysis Archives (http://epaa.asu.edu/ojs/article/view/810); and Hazi & Rucinski (2009) "Teacher Evaluation as a Policy Target for Improved Student Learning: A Fifty-State Review of Statute and Regulatory Action Since NCLB" Education Policy Analysis Archives (http://epaa.asu.edu/ojs/article/view/7)

9.   **July 17:** Teacher evaluation

10.   **July 19:** DC Trip debrief (tentative)

11.   **July 24:** Policy memorandum due

        All Day Trip to DC to meet with policy makers (Date TBD the first night of class)

        Field Trip Debriefing (will occur the Tuesday or Thursday after the trip to DC)

Important Information for all students

The College of Education and Human Development expects all students to abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

    Please note that:
    o   Plagiarism encompasses the following:
        1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
        2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.
        (from Mason Honor Code online at http://mason.gmu.edu/~montecin/plagiarism.htm)
    o   Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
    o   When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source, including the appropriate page number.
    o   Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
    o   Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

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Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Grading Guidelines: Teacher Development and Education Policy

Grade/Points	Quality of Written Work	Completeness of Work	Timeliness	Team Assignments
A 96 – 100 A- 92 – 95	Exceptional quality and insight; a rare & valuable contribution to the field. Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.	100% complete Accurate & seamless writing; virtually a complete product	100% on time Almost always on time; rare but forgivable tardiness (such as serious personal or family illness). Instructor is notified in advance that a paper may be late.	Outstanding; facilitates and promotes conversation focused on the topic; questions & comments reveal thoughtful reaction. Good team participant Well above average doctoral student; actively helps move group toward goal.
B+ 89 –91 B 85 – 88 B- 80 – 84	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity. Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations. Barely passable for graduate credit; only enough to get by; little evidence of understanding; assignments lack clarity and organization; little evidence of proof reading. Citations absent or inaccurate.	Moderate shortcomings; minor elements missing that distract the instructor's ability to see the product as a whole. Evidence of effort but one or more significant and important points are missed or not addressed. Barely sufficient; work is the least that could be done to justify graduate credit.	Assignments late more than once or without prior conversation with instructor; not necessarily chronic. More than half the assignments are late, but none are excessively late. Excessively or repeatedly late.	Reliable and steady worker; questions and comments reveal some thought and reflection. Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities. Few meaningful contributions to class discussions. Little evidence of participation.
C 79 and below	Undergraduate level and quality; unsophisticated; assignments show little or not connection to course content or concepts.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Excessively or repeatedly late.	Weak or minimal participation; passive; often sidetracks group.
F	Unacceptable	Difficult to recognize as the assigned task.	Missed or not submitted. Incompletes not made up.	No constructive participation; destructive; demeaning toward other points of view.