

**GEORGE MASON UNIVERSITY**  
College of Education and Human Development

**EDUC 877.001: Teacher Policy in Historic Perspective**  
**Spring 2014**  
**3 Credits**

**Tuesday 4:30-7:10pm**  
**Innovation Hall 338**

Professor: Dr. Diana D'Amico  
Email: [ddamico2@gmu.edu](mailto:ddamico2@gmu.edu)  
Office Hours: By Appointment

Office: 2106 West Hall  
Phone: 703.993.5596

**Course Description:**

Examines the history of policies pertaining to public school teachers in the United States. Evaluate and engage current policy debates by putting the past and present into conversation.

**Course Overview:**

This course will examine teacher policy from a historic perspective. Teachers sit at the center of current educational reform as policy makers trace the deficiencies of the nation's public schools back to practitioners. The notion of the "highly qualified teacher," new evaluation systems, the increased regulation of teacher education, and the standardization of curricula among many other reforms all represent recent endeavors to improve the schools by improving teachers. Though cast as radical reform initiatives, teacher policy of this ilk is as old as the public schools. Since the rise of publicly supported education in the mid-1850s, policy makers called for better, more professional teachers and linked the shortcomings of the nation's schools to the caliber of the teaching population. Such critiques resulted in a bevy of reforms and regulations ranging from tenure to licensure.

Students will study the historic precedents of current reforms and policies centering on teacher quality, evaluation, training and compensation among others. In addition, students will examine the development of large questions that shaped teachers' work from the first days of public schooling: What is a professional teacher?; How should teachers be managed, organized and trained?; What is the relationship between teachers and the communities they serve? From this vantage point, students will be positioned to evaluate and engage current policy debates by putting the past and present into conversation. The value of historical inquiry centers on its explanatory power. Beyond chronicling what happened, in this course students will account for why events and policies transpired as they have – and, most important of all, why the same debates and reforms surrounding teachers have persisted for more than a century.

*Prerequisites/Corequisites:* Admission to The PhD in Education program, or permission of instructor.

### **Course Learning Outcomes:**

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

1. Understand and analyze the current context of education reform and teacher policy, considering the ways in which social, political, and economic forces converge on the school and shape teachers' work lives.
2. Understand and analyze the historic context of education reform and teacher policy, considering the ways in which social, political, and economic forces converge on the school and shape teachers' work lives.
3. Use historical analysis to better understand and engage ongoing policy debates.
4. Analyze secondary scholarship, historic texts and policy documents.

### **Relationship to Program Goals and Professional Organizations:**

There are no specialized standards specific to education policy studies. However, most, if not all standards for educators expect professionals to be aware of the political, social, economic, legal and cultural context of public education in the United States. This course provides students with that background and understanding.

### **Nature of Course Delivery:**

This course is taught in a seminar style using lectures and discussions.

### **Required Readings:**

Rousmaniere, K. (1997). *City Teachers: Teaching and School Reform in Historical Perspective*. New York, NY: Teachers College Press.

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: American Psychological Association.

\*\*All other readings will be available on-line or distributed in advance of class\*\*

### **Course Requirements:**

- Students are expected to attend all classes. Please provide advance notice, when possible, if you must miss a class. On these occasions, please get notes and any handouts from a colleague.
- Students are expected to read all assignments prior to class and bring copies (either hard or electronic copy) to class.
- Students are expected to actively participate in class discussions and activities and to treat one another with respect.
- Students are expected to submit all assignment on time, unless prior arrangements are made:
  1. *Presentation of Teacher Policy Problem* (10 points): On dates to be determined, students will present a current teacher policy problem or debate that they will examine throughout the course of the semester. Students will have no more than 15 minutes to discuss the key issues and context surrounding the policy. Students should provide a handout to accompany their talk and be prepared to field questions for 5-10 minutes.

2. *Book Review* (30 points): In no more than 5 pages, review a book related to the history of teacher reform and policy. Your goal is to assess the book's strengths and limitations and to consider the ways in which this analysis pertains to the current context. Together in class, we will examine sample published book review essays. This assignment will be discussed in greater detail in class and a list of possible titles will be distributed. Book review essays are due March 25<sup>th</sup>.
3. *Annotated Bibliography* (15 points): Students must annotate at least 6 sources pertaining to their selected teacher policy. At least 3 sources must pertain to the history of the issue and at least 3 must pertain to the current context. Annotated bibliographies are due February 25<sup>th</sup>.
4. *Final Essay* (35 points): In a 10 page essay, students will use history to cast fresh light on a selected current teacher policy. Where did this policy come from? In what ways is the current policy similar to or different from earlier forms? What do we learn from this legacy? The goal of this essay is to use an historical context to engage current educational policy making. Students will work on this essay over the course of the semester. Final papers are due on April 29<sup>th</sup>.
5. *Presentation of Findings* (10 points): Students will present the findings of their semester's-worth of inquiry into the history of a current teacher policy for no more than 15 minutes. In addition to examining the historical context, students must highlight what can be learned from this disciplinary vantage-point. Suggest at least 3 ways in which this expanded perspective leads to either a better understanding of or recommended changes to the current policy. Students should provide a handout to accompany their talk and be prepared to field questions for 5-10 minutes. Presentations will take place on April 29<sup>th</sup>.

**Evaluation:**

An evaluation rubric for this class is attached to this syllabus. All papers must be typed and formatted according to the *APA Manual of Style, 6<sup>th</sup> Ed.*

**Grading Scale:**

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

**GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See<http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]**

## **Course Calendar:**

### **January 21 – Course Introduction**

### **January 28 – Conceptual Frameworks: Linking History and Education Policy**

- Dougherty, “Conflicting Questions,” in *CLIO at the Table: Using History to Inform and Improve Education Policy*.
- Vinovskis, “The Uses of History in Educational Policy Making,” in *History and Educational Policy Making*.
- Tyack and Tobin, “The Grammar of Schooling: Why has it Been so Hard to Change?” *American Educational Research Journal*.

### **February 4 – The Rise of Common Schooling and the Feminization of Teaching**

- Bernard and Vinovskis, “The Female School Teacher in Ante-Bellum Massachusetts,” *Journal of Social History*.
- Strober and Langford, “The Feminization of Public School Teaching: A Cross-sectional Analysis, 1850-1890,” *Signs*.

### **February 11 – Gender and the Organization of Teaching**

- Apple, “Controlling the Work of Teachers,” in *Teachers and Texts*.
- Strober and Tyack, “Why do Women Teach and Men Manage? A Report on Research on Schools,” *Signs*.
- Preston, “Gender and the Formation of a Woman’s Profession: The Case of Public School Teaching,” in *Gender Inequality at Work*.

### **February 18 – Teacher Training & Certification, I: Historical Underpinnings**

- Angus, *Professionalism and Public Good: A Brief History of Teacher Certification*.
- Labaree, “Too Easy a Target: The Trouble with Ed Schools and the Implications for the University,” *Academe*.

### **February 25 – Teacher Training & Certification, II: NCATE and Alternate Routes**

#### *Guest Speaker*

- *Annotated Bibliography Due*
- Kane, “What does Certification Tell us about Teacher Effectiveness? Evidence from New York City,” *Economics of Education Review*.
- Darling-Hammond, “Who Will Speak for the Children? How Teach for America Hurts Urban Schools and Students,” *Phi Delta Kappan*.

### **March 4 – Reform and Teachers Work Lives, I: Historical Underpinnings**

- Rousmaniere, *City Teachers: Teaching and School Reform in Historical Perspective*.

### **March 11 – No Class: GMU Spring Break**

### **March 18 – Reform and Teachers Work Lives, II: NCLB and Teacher Evaluation**

#### *Guest Speaker*

- Cochran-Smith and Lytle, “Troubling Images of Teaching in No Child Left Behind,” *Harvard Educational Review*.
- Valli and Buese, “The Changing Roles of Teachers in an Era of High-Stakes Accountability,” *American Educational Research Journal*.
- Harris and Sass, *What Makes for a Good Teacher and Who Can Tell?*

### **March 25 – Teacher Associations, I: Historical Underpinnings**

- ***Book Review Essay Due***
- Murphy, “Collective Bargaining: The Coming of Age of Teacher Activism,” in *Blackboard Unions: The AFT and The NEA, 1900-1980*.

### **April 1 – Teacher Associations, II: Current Role in Education Reform and Politics**

#### ***Guest Speaker***

- Kerchner, “Union-Made Teaching: The Effects of Labor Relations on Teaching Work,” *Review of Research in Education*.
- Antonucci, “The Long Reach of the Teachers Union,” *Education Next*.

### **April 8 – Recruitment and Hiring Practices, Then and Now: Who Teaches and Why**

- Rury, “Who Became Teachers?: The Social Characteristics of Teachers in American History,” in *American Teachers: Histories of a Profession at Work*.
- Daly and Keeling, “Hiring for Teacher Quality at the District Level: Lessons From the New Teacher Project,” in *Measurement Issues and Assessment for Teaching Quality*.
- Boyd, et.al., “The Preparation and Recruitment of Teachers: A Labor Market Framework,” in *A Qualified Teacher in Every Classroom?: Appraising Old Answers and New Ideas*.
- Corcoran, “Women, the Labor Market and the Declining Relative Quality of Teachers,” *Journal of Policy Analysis and Management*.

### **April 15 – The Question of Profession**

- Noddings, “Feminist Critiques in the Professions,” *Review of Research in Education*.
- Ingersoll, “The Status of Teaching as a Profession,” in *Schools and Society: A Sociological Approach to Education*.

### **April 22 – Writing Workshop**

### **April 29 – Using the Past to think about the Present: Student Findings**

- ***Final Essay Due***

**Rubric: Final Essay**  
Teacher Policy in Historic Perspective

<i>Criteria</i>	<b>Outstanding</b>	<b>Competent</b>	<b>Minimal</b>	<b>Unsatisfactory</b>
<b>Front End</b>	The author provides a clear and succinct description of a current policy problem pertaining to teachers. The author provides a rationale for exploring specific elements of the history of this issue. The author offers a roadmap of the essay. The author provides a clear and compelling thesis statement that links the past and present, discussing what can be learned or gained from this framework.	The author provides a general overview of a current problem and offers a rationale for exploring the history. However, the writing lacks necessary specificity. The author offers a general roadmap, but the logical connections of the paper are unclear. The author offers a broad thesis statement.	Author does not adequately present the current issue or historical context. Organization/logic of paper is vague. Thesis lacks cohesion and logic.	Author does not present the current policy issue and/or relevant history. Organization of paper is unclear. Thesis is missing.
<b>Historical Inquiry</b>	The author offers a logical and specific examination of particular historical moments that pertain to the current issue. The author offers an analysis of this history, calling the reader's attention to salient themes or forces. The author actively engages the relevant literature.	The author offers a general overview of various historical moments but does not engage in an analysis of this past. The author engages the relevant literature.	The author offers a brief or partial summary of the history. Does not offer an analysis. Makes use of relevant literature through summary.	The author offers an incomplete or inaccurate summary of the history. Unclear how this history relates to the current policy issue. Does not make use of relevant literature.

<b>Conclusions</b>	The author explicitly identifies policy implications that clearly grow out of the historical inquiry and pertain specifically to the current policy problem.	The author identifies explicit policy implications. However, the ways in which these either grow out of the history or pertain to the current issue are vague.	The author identifies specific policy implications, but they do not stem from the historical inquiry.	The author does not offer policy implications that grow out of historical inquiry and pertain to the current policy issue.
<b>Writing Style</b>	The writing is clear, logical and grammatically correct. The author uses APA style.			The writing is full of grammatical and/or typographical errors. Author does not use correct APA style.



### **Reading List:**

- Angus, D. (2001). Professionalism and the Public Good: A Brief History of Teacher Certification. (J. E. Mirel, Ed.). Thomas Fordham Foundation.
- Antonucci, M. (2010). The Long Reach of Teachers Unions. *Education Next*, 10(4).
- Apple, M. W. (1986). Controlling the Work of Teachers. In *Teachers and Texts: A Political Economy of Class and Gender Relations in Education* (pp. 31–53). New York: Routledge.
- Bernard, R. M., & Vinovskis, M. A. (1977). The Female School Teacher in Ante-Bellum Massachusetts. *Journal of Social History*, 10(3), 332–345. doi:10.2307/3786392
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2004). The Preparation and Recruitment of Teachers: A Labor-Market Framework. In *A Qualified Teacher in Every Classroom? Appraising Old Answers and New Ideas* (pp. 149–172). Cambridge, MA: Harvard Education Press.
- Cochran-Smith, M., & Lytle, S. (2006). Troubling Images of Teaching in No Child Left Behind. *Harvard Educational Review*, 76(4), 668–697.
- Corcoran, S. P., Evans, W. N., & Schwab, R. M. (2004). Women, the Labor Market, and the Declining Relative Quality of Teachers. *Journal of Policy Analysis and Management*, 23(3), 449–470.
- Daly, T., & Keeling, D. (2009). Hiring for Teacher Quality at the District Level: Lessons from The New Teacher Project. In D. Gitomer (Ed.), *Measurement Issues and Assessment for Teaching Quality* (pp. 30–46). Sage Publications.
- Darling-Hammond, L. (1994). Who Will Speak for the Children? How “Teach for America” Hurts Urban Schools and Students. *Phi Delta Kappan*, 76(1), 21–34.
- Dougherty, J. (2009). Conflicting Questions: Why Historians and Policymakers Miscommunicate on Urban Education. In K. K. Wong & R. Rothman (Eds.), *Clio at the Table: Using History to Inform and Improve Education Policy* (pp. 251–62). New York: Peter Lang.
- Harris, D., & Sass, T. (2009). What Makes for a Good Teacher and Who Can Tell? CALDER, The Urban Institute.
- Ingersoll, R., & Perda, D. (2008). The Status of Teaching as a Profession. In *Schools and Society: a Sociological Approach to Education* (pp. 106–118). Los Angeles: Pine Forge Press.
- Kane, T., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, 27, 615–631.
- Kerchner, C. T. (1986). Union-Made Teaching: The Effects of Labor Relations on Teaching Work. *Review of Research in Education*, 13, 317–349.
- Labaree, D. F. (1999). Too easy a target: The trouble with ed schools and the implications for the university. *Academe*, 85(1), 34–39.
- Murphy, M. (1990). Collective Bargaining: The Coming of Age of Teacher Unionism. In *Blackboard Unions: The AFT and the NEA, 1900-1980* (pp. 209–231). Ithaca, N.Y: Cornell University Press.
- Noddings, N. (1990). Feminist Critiques in the Professions. *Review of Research in Education*, 16, 393–424.

- Preston, J. A. (1995). Gender and the Formation of a Women's Profession: The Case of Public School Teaching. In J. Jacobs (Ed.), *Gender Inequality at Work* (pp. 379–407). Thousand Oaks: Sage Publications.
- Rousmaniere, K. (1997). *City Teachers: Teaching and School Reform in Historical Perspective*. Teachers College Press.
- Rury, J. L. (1989). Who Became Teachers?: The Social Characteristics of Teachers in American History. In *American Teachers: Histories of a Profession at Work* (pp. 9–48). New York: Macmillan.
- Strober, M. H., & Lanford, A. G. (1986). The Feminization of Public School Teaching: Cross-Sectional Analysis, 1850-1880. *Signs*, 11(2), 212–235. doi:10.2307/3174046
- Strober, M. H., & Tyack, D. (1980). Why Do Women Teach and Men Manage? A Report on Research on Schools. *Signs*, 5(3), 494–503.
- Tyack, D., & Tobin, W. (1994). The “Grammar” of Schooling: Why Has It Been So Hard to Change? *American Educational Research Journal*, 31(3), 453–479.
- Valli, L., & Buese, D. (2007). The Changing Roles of Teachers in an Era of High-Stakes Accountability. *American Educational Research Journal*, 44(3), 519–558.
- Vinovskis, M. A. (1999). The Uses of History in Educational Policy Making. In *History and Educational Policy Making* (pp. 239–256). New Haven, Conn: Yale University Press.