



College of Education and Human Development

Early Childhood Education Program  
4400 University Drive, MS 4B3, Fairfax, Virginia 22030  
Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)  
<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 803.001 Teacher Preparation and Professional Development (3:3:0)**  
**Fall 2014**  
**Tuesdays, 4:30 – 7:10 pm**  
**Innovation Hall 131**

**Instructor:** Julie K. Kidd, EdD  
**Telephone:** 703-993-8325  
**Office:** Thompson Hall 1202  
**Email address:** [jkidd@gmu.edu](mailto:jkidd@gmu.edu)  
**Office hours:** By appointment

**Course Description**

Explores research and current recommended practices related to teacher preparation and professional development. Provides opportunity for practical application with preservice or inservice teachers.

**Prerequisite(s):** Admission to the PhD in Education program or post-master's status and approval of course instructor.

**Nature of Course Delivery**

This course utilizes a seminar format. Seminars will include instructor- and student-led discussions, reflective activities, and student presentations that will take place during class meetings as well as online. Students are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of ideas. Learning activities will also include independent research and study.

**Overall Student Outcomes**

At the completion of this course, students will be able to do the following:

1. Identify and discuss current trends, issues, and topics in teacher education.
2. Synthesize, evaluate, and draw conclusions from research on professional development.
3. Describe and analyze theory, research, and best practice for teaching and supporting adult learners.
4. Develop teacher education and professional development experiences that incorporate key elements of program design for preparing personnel for careers in education-related fields.

**Professional Standards**

This seminar is for students in a number of disciplinary concentrations, including, but not limited to, teaching and teacher education, early childhood education, early childhood special education, educational psychology, literacy, multicultural/ multilingual education, and special education.

### Required Text

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.

### Recommended Text

Snow, C. E., Griffin, P., & Burns, M. S. (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass.

### Required Articles

Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education*, 27, 10-20.

Bornfreund, L. (2011). *Getting in sync: Revamping licensure and preparation for teachers in pre-k, kindergarten, and the early grades*. New America Foundation.  
[www.newamerica.net](http://www.newamerica.net).

Burns, M. S., Kidd, J. K., Nasser, I., Stechuk, R., & Aier, D. (2012). An interaction, a conversation, often in the context of play: Constructing intentional teaching in early childhood education. *NHSA Dialog: A Research to Practice Journal for the Early Childhood Field*, 15(3), 1-14.

Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, 65(4), 271-283/284-302.

Hollins, E. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education*, 62(4), 395-407.

Kidd, J. K., Burns, M. S., La Croix, L., Cossa, N. L. (in press). Prekindergarten and kindergarten teachers in high poverty schools speak about young children's authoring (and we need to listen). *Literacy and Social Responsibility*.

Kidd, J. K., Sánchez, S. Y., & Thorp, E. K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education* 24, 316-329.

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, 65(4), 271-283.

Nasser, I., Kidd, J. K., Burns, M. S., & Campbell, T. (2013). Head Start classroom teachers' and assistant teachers' perceptions of professional development using a LEARN framework. *Professional Development in Education*, ahead of print, 1-22

Parsons, S. A. (2012). Adaptive teaching in literacy instruction: Case studies of two teachers. *Journal of Literacy Research*, 44(2), 149-170.

Risko, V. J., Roller, C. M., et al. (2008). A critical analysis on research in reading teacher education. *Reading Research Quarterly*, 43(3), 252-88.

Turner, J. (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive literacy teaching. *Action in Teacher Education*, 29(3), 12-24.

Additional readings to be announced after student-led seminar topics are determined and readings are received from the guest facilitator

## **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

## **Professional Dispositions**

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

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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 Requirements**

**General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:
 

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

### **Grading Criteria**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

## Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Teaching Analysis	October 7	15
Seminar Annotated Bibliography	October 28	15
Seminar Presentation	November 4, 11, 18, 25	15
Seminar Reflection and Feedback to Peers	1 week after seminar for seminar reflection; night of class for peer feedback	5
Teacher Preparation Lesson Planning	December 16	35
TOTAL		100

### Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students provide helpful ideas and constructive feedback to classmates.

### **Teaching Analysis (15 points)**

Students will observe and talk with a university teacher educator who is teaching a teacher education course this semester. There are three parts to the teaching analysis:

#### ***Part 1: Class Observation***

Students will observe one three-hour class session. They will write a summary of the class activities and a critical analysis of the observation supported by references to course readings as well as other pertinent sources.

#### ***Part 2: Pre- and Post-Observation Discussion***

Students will talk with the instructor before and after the class session and write a summary of the discussions.

#### ***Part 3: Critical Analysis and Reflection***

Students will analyze and reflect on their notes from the observation and discussions and will reflect on what they learned about teaching a university teacher education course and what questions emerged about teaching as they observed and discussed the class session. Students will support their analysis and reflection with references to course readings as well as other pertinent sources.

### **Teacher Preparation and Professional Development Seminar (35 points)**

Students will work with a classmate to facilitate a 90-minute seminar on a topic in teacher preparation and professional development. Each student will prepare an annotated bibliography to share with classmates, a final plan uploaded to Blackboard prior to the beginning of the seminar, a reflection on the seminar, and peer feedback for each team of facilitators.

**Annotated bibliography (15 points).** To prepare for the seminar, students will read extensively. Each student will prepare an annotated bibliography that will include at least 8 research articles relevant to the seminar. The bibliography will include references in APA style and the following information about the study: (a) date reviewed, (b) purpose, (c) research questions, (d) definition of terms, (e) research method, (f) sample, (g) data collection, (h) analysis, (i) key findings, and (j) a reflective note (e.g., connections, implications, questions that arise, etc.). They will post their annotated bibliography on Blackboard for their classmates' reference.

**Seminar planning and implementation (15 points).** Each team of facilitators will select two research articles for their classmates to read prior to the seminar. At least two weeks prior to the seminar, students will post information to the class Wiki on how to access the articles. On the evening of the seminar, students will introduce the topic, present relevant background information using audio and/or visual aids, facilitate the discussion and/or interactive experiences, and close the seminar with a summary and some future questions and thoughts to explore.

**Reflection and feedback (5 points).** After the seminar, the pair of facilitators will reflect together on the seminar, including the planning and implementation. Each student will post a reflection to Blackboard journal that includes a summary of the discussion with his/her partner and his/her own critical insights into preparing and implementing the seminar as well as reflections on themselves as a collaborator. In addition, students will provide written feedback for each team of facilitators.

**Teacher Preparation Lesson Planning (35 points)**

Students will write a lesson plan and create/identify materials for a 3-hour class session. They will incorporate their understanding of how adults learn as they design a class session for teachers preparing to work with diverse children, families, and communities. In addition, students will provide face-to-face and online help and feedback to classmates throughout the process.

***Part 1***

Students will write a Blackboard journal entry identifying the course syllabus they will use and the class topics they plan to address. They will include a rationale for focusing on this particular course. The rationale will include, but is not limited to, their interest in the course and their educational and practical experiences that provide them the knowledge, experiences, and credentials to teach the course.

***Part 2***

Students will write a lesson plan and create/identify materials for a 3-hour class session. Students will include the following:

- A copy of the course syllabus
- Explanation of how the lesson connects with and supports the course learner outcomes, content, and assignments
- A lessons plan that includes the following components:
  - Specific objectives of the lesson
  - List of materials and resources (e.g., readings completed for the class, print resources, websites, videos, manipulatives, etc.)
  - Brief description of content addressed in previous class sessions that prepared the students in the course for this class session
  - Detailed description of the class activities and experiences
  - Discussion of how student learning will be assessed and feedback will be provided
  - Discussion of how the effectiveness of the implementation of the lesson plan will be assessed
  - Copies of the agenda, handouts, PowerPoint presentations, and other materials used to support learning

***Part 3***

Students will write a critical reflection explaining the decisions they made with an emphasis on how best practices for teaching and supporting adult learners was taken into account. The rationale will include research-based references, including course readings and any additional readings that support the components, the organization, and the experiences in the class.

***Part 4***

Students will describe how they provided face-to-face and/or online feedback to classmates as well as how they incorporated feedback from their peers and the instructor into their plans.



### Course Schedule

Date	Topic	Readings & Assignments Due
Aug 26	Course overview Developing as a teacher educator	Goodwin et al., 2014
Sep 2	Developing as a researcher of teacher education The role of teacher education experiences in teacher development <i>Teaching analysis – observation preparation</i>	Avalos, 2011 Bornfreund, 2011 Darling-Hammond & Bransford, Chapter 2 Loughran, 2014 <b>Teaching Analysis – Post information about the class to be observed (i.e., instructor, course, and meeting day and time) on Blackboard wiki.</b>
Sep 9	Understanding adult learning principles Developing teachers' intentional teaching practices <i>Teaching analysis – pre- and post-observation discussion preparation</i>	Darling-Hammond & Bransford, Chapters 3 and 10 Burns et al., 2012 Nasser et al., 2013 <b>Teaching Analysis – Post ideas about possible topics or questions for the discussion with the instructor before and after the observation on Blackboard wiki before class begins.</b>
Sep 16	Developing teachers' curricular vision and knowledge <i>Teaching analysis – linking observations and discussions with the literature</i>	Darling-Hammond & Bransford, Chapters 5 and 6 Hollins, 2001
Sep 23	Developing teachers' beliefs Jacqueline Lynch, Guest Facilitator <i>Student-facilitated seminar preparation – effective strategies</i>	Readings: TBA <b>Lesson Planning – Post course selected for Lesson Planning culminating project and rationale for its selection on Blackboard journal before class begins.</b>
Sep 30	Developing teachers' knowledge and skill in language and literacy development and instruction <i>Student-facilitated seminar preparation – partner planning</i>	Darling-Hammond & Bransford, Chapter 4 Kidd et al., in press Risko et al., 2008
Oct 7	Developing teachers' culturally responsive practice <i>Teaching analysis reflection</i>	Darling-Hammond & Bransford, Chapter 7 Kidd et al., 2008 Turner, 2007 <b>Teaching Analysis – Post final paper to Blackboard before the beginning of class</b>
Oct 14	<b>No Class – Monday classes meet on Tuesday</b>	

### Course Schedule Continued

Date	Topic	Readings & Assignments Due
<b>Oct 21</b>	Developing teachers' knowledge and skill in assessing and monitoring children's learning and in adapting instruction to meet children's varying interests, strengths, and needs <i>Student-facilitated seminar preparation – feedback from another team</i>	Darling-Hammond & Bransford, Chapter 8 Parsons, 2012 <b>Seminar – Post draft of seminar plans to Blackboard blog before the beginning of class</b>
<b>Oct 28</b>	Developing teachers' knowledge of classroom management <i>Lesson Planning – insights and tips on lesson planning and teaching</i>	Darling-Hammond & Bransford, Chapter 9 <b>Seminar – Post annotated bibliography to Blackboard blog before the beginning of class</b>
<b>Nov 4</b>	University course experiences Student-Facilitated Seminar Developing effective teaching skills and strategies for college/university teaching	Readings: TBD by seminar facilitators
<b>Nov 11</b>	Clinical practice Student-Facilitated Seminar Establishing a teacher education research agenda	Readings: TBA by seminar facilitators
<b>Nov 18</b>	New teacher professional development Student-Facilitated Seminar <i>Lesson Planning – peer feedback</i>	Readings: TBA by seminar facilitators <b>Lesson Planning – Bring draft of plans and materials to class for peer feedback</b>
<b>Nov 25</b>	Professional development for practicing teachers Student-Facilitated Seminar Course wrap-up and reflection	Readings: TBA by seminar facilitators
<b>Dec 2</b>	<i>No Face-to-Face Class Meeting – Meet with feedback partner for feedback on lesson planning project and to discuss the readings</i>	Darling-Hammond & Bransford, Chapters 11 and 12 Review class readings and identify other references needed to support the lesson planning analysis and reflection
<b>Dec 9</b>	<i>No Class Meeting – Reading Day</i>	
<b>Dec 16</b>	<i>No Class Meeting – Exam Day</i>	<b>Teacher Preparation Lesson Planning – Post to Blackboard by 11:59 pm</b>