

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

College of
EDUCATION HUMAN DEVELOPMENT 



Promoting Learning Development Across the Lifespan

EDUC 851 (Section 001) Research on Teacher Education
3 credits
Fall, 2017
Wednesdays, 4:30-7:10, Thompson Hall 2021, Fairfax

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University Catalog Course Description

EDUC 851, Research on Teacher Education, is a face-to-face course in which candidates explore the history and development of the search for effectiveness in the preparation of preservice teachers and the continuing professional development of practicing teachers. Candidates will examine the substance and gaps in the study of the education of educators.

Course Overview

The content of this course is one of the two the foundation courses for the specialization in Teaching and Teacher Education. It explores the history of the research-base for teacher education and for the continued study of teacher education and builds a sense of inquiry into the students' repertoire.

Course Delivery Method

The course will be taught through a variety of activities to support the development of your teacher research projects involving: whole class and small group discussions, group, pair and group work, online work, and through dialogue and reflections of/in practice. Individual and group consultations are also built into the course design.

This course is a doctoral seminar. As such, it is expected that you will read in advance of class and continue to work to synthesize your understanding of the knowledge base of research on teacher education while you work to locate your focus or “dot”. In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair, and individual projects, Internet research, and reflections on practice. We will use Mason’s web-accessible Blackboard throughout the course; many of the examples are posted there for you to read in advance of our discussions.

Learner Outcomes

Upon completion of this course, the students will:

- explore historical and current trends on the knowledge base of research on teacher education
- consider the multiple perspectives that researchers have brought to the field,
- summarize the research on teacher demographics, the liberal arts, the professional sequence, professional development, diversity and individual differences, and accountability,
- learn to pose researchable questions to advance this literature both substantively and methodologically, and
- continue to improve writing and presentation skills as doctoral students and especially in articulating a research proposal.

Required Readings

Required Text

Gitomer, D. H., & Bell, C. A. (Eds.). (2016). *Handbook of research on teaching*. 5th. Ed. Washington, DC: American Educational Research Association (available in paperbk or e-copy at aera.net (linked above with discount for student members) and at GMU [bookstore](#). The book is also on reserve in library.)

*See class schedule for required chapter readings.

[Note: In the required text, Chapters 14-23 are resources which may be useful for your research proposal if you are exploring a discipline-based topic. Chapter 6 is an excellent review of material covered in EDUC 850 and Chapter 11 aligns well with EDUC 853.]

Publication of the American Psychological Association. 6th ed. (2009).

Assigned Readings

Journal articles can be found on [e-journals](#).

The course calendar includes specific titles and due dates for each reading. You can access Blackboard for many of the readings through the following URL:

https://mymasonportal.gmu.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=661

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

Bullough, R. V. Jr. (2014). Recalling 40 years of teacher education in the USA a personal essay. *Journal of Education for Teaching*, 40, (5), 474-491. (on Bb)

Darling-Hammond, L. (2014). Strengthening clinical preparation: The Holy Grail of teacher education. *Peabody Journal of Education*, 89, 547-561. (on Bb)

Goodwin, A. L., Smith, L., Souto-Manning, M., Charuvu, 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), 284–302.

Hamilton, M. L. (2016). Looking beyond borders: Scholarship of teacher education. In J. J. Loughran & M. L.

- Hamilton Eds.), *International Handbook of Teacher Education* (pp. 503-518). Singapore: Springer. [on Bb; also on infoguides]
- Hiebert, J., Gallimore, R., & Stigler, J. W. (2002.) A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.
- Kennedy, M. (1996). Research genres in teacher education. In F. B. Murray (Ed.), *Teacher Educator's Handbook*. (pp. 120-152). San Francisco, CA: Jossey Bass. (on Bb)
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S. P., & Nolan, J. (2014). Professional development and practices of teacher educators. *Journal of Teacher Education*, 65(4), 268-270.
- Kosnik, C., Beck, C., & Goodwin, A. L., (2016). Reform efforts in teacher education. In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 267-275 & 279-284). Singapore: Springer. [on Bb; also on infoguides]
- Loughran, J. (2014). Professional developing as a teacher educator. *Journal of Teacher Education*, 65, (4), 271-283. (on Bb)
- Mayer, D., & Reid, J. (2016). Professionalizing teacher education: Evolution of a changing knowledge and policy landscape. In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 453-486). Singapore: Springer. (on Bb; also on infoguides)
- Peercy, M. M. (2016). What is self-study? Self-study and its potential for language teacher education. [TESOL Teacher Education Interest Section Newsletter](#).
- Samaras, A. P., & Pithouse-Morgan, K.. Self-study research in a polyvocal professional community design. In Ritter, J. K., Lunenberg, M., Pithouse-Morgan, K., Samaras, A. P., & Vanassche, E., (Eds.), (in press 2017). *Teaching, learning, and enacting self-study research*. The Netherlands: Springer. (on Bb)
- White, S., & Forgasz, R. (2016). The practicum: The place of experience? In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 231-266). Singapore: Springer. [on Bb; also on infoguides]
- Zeichner, K. M. (2005). A research agenda for teacher education. In M. Cochran & K. Zeichner (Eds.) *Studying teacher education*. (pp. 737-759). Washington, DC. AERA Panel. **Resource article on Bb**
- Zeichner, K., & Conkin, H. G. (2016). Beyond ventriloquism and echo chambers Raising the quality of the debate in teacher education. *Teachers College Record*, 118, 1-38. (on Bb)
- *For all internet-based reports please visit web links on Bb.

Related Readings (additional ancillary readings found in the Course Content Tab in Blackboard)

- Ben-Peretz, M. (2011). Teacher knowledge: What is it? how do we uncover it? What are its implications for schooling? *Teaching and Teacher Education*, 27, 3-9.
- Brouwer, N., & Korthagen, F. (2005). Can teacher education make a difference? *American Educational Research Journal*, 42(1), 153-224.
- Chen, M. M. H., Tang, S. Y. F. & Cheng, A.Y.N. Practicalising theoretical knowledge in student teachers' professional learning in initial teacher education. *Teaching and Teacher Education*, 28, 781-790.
- Cochran-Smith, M. & Zeichner, K. (2005). *Studying teacher education*. New York: Erlbaum.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51(3), 166-173.
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*, 57, (2), 120-138
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world: Report of the Committee on Teacher Education for the National Academy of Education. San Francisco: Jossey-Bass.
- Garet, M., Porter, A., DeSimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

- Good, T. et al. (2006). How well do 1st year teachers teach: Does type of perspective make a difference? *Journal of Teacher Education*, 57, 410-430.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86, (4), 981-980.
- Korthagen, F. A. J. (2016). Pedagogy of teacher education. In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 311-346). Singapore: Springer. *Optional read*.
- Lee, O., & Yarger, S. J. (1996). Modes of inquiry in research on teacher education. In J.S. Sikula, T. Buttery, & E. Guyton. *Handbook of research on teacher education* (2nd ed.). New York: Macmillan.
- Loughran, J. (2006). *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. New York: Routledge
- Samaras, A. P., Frank, T., Apollon Williams, M., Christopher, E., Rodick, W. H. (2016). A collective self-study to improve program coherence of clinical experiences. *Studying Teacher Education*, 2(12), 170-187.
- Schalock H. D., Schalock, M. D., & Ayres, R. (2006). Scaling up research in teacher education: New demands on theories, measurement, and design. *Journal of Teacher Education*, 57(2)102-119.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Sleeter, C. (2014). Toward teacher education research that informs policy. *Educational Researcher*, 43(93), 146-153. *optional reading*
- Smith, B.O. (1980). *A design for a school of pedagogy*. Washington, D.C: U.S. Department of Education.
- Sykes, G, Bird, T., & Kennedy, M. (2010). Teacher education: Its problems and some prospects. *Journal of Teacher Education*, 61(5), 464-476, doi: 10.1177/0022487110375804
- Wilcox, D. R., & Samaras, A. P. (2009). Examining our Career Switcher teachers' first year of teaching: Implications for alternative teacher education program design. *Teacher Education Quarterly*, 36(4), 173-191.

Some Relevant Websites (additional web links found in Blackboard):

- <http://www.aera.net/divisions/?id=76> This is the website for Division K of the American Educational Research Association. Division K is devoted to research on Teaching and Teacher Education.
- <http://ncrtl.msu.edu/default.htm> The website for the National Center for Research on Teacher Learning at Michigan State University.
- <http://www.aacte.org>. This is the website for the American Association of Colleges for Teacher Education, the leading professional organization in teacher education.
- <http://caepnet.org/>. The Council for the Accreditation of Teacher Education, the newly formed professional accrediting body formed out of a merger of NCATE and TEAC
- <http://www.ncate.org>. The National Council for Accreditation of Teacher Education, the long-standing professional accrediting body for education schools.
- <http://www.teac.org>. The Teacher Education Advisory Council, an earlier accrediting body for education schools. With the July 1, 2013 *de facto* consolidation of NCATE and TEAC into CAEP as the new accrediting body for educator preparation, please visit <http://caepnet.org> for general information.

Course Assignments

- 1. Participation (10%):** Your participation grade will be based on your **regular attendance, active contribution to each class discussion, and peer review of tasks during class and online.**
- 2. Co-Facilitators of Discussion (20%):** On two designated dates your role is to collaborate with "critical friend (s)" and come to class with some specific discussion points, activities, observations, and/or questions about the readings for the day to spark a critically reflective discussion amongst our class. You may (but are not required to) to locate and read additional related pieces you find on your

own to add further insights to the dialogue. Upon completion of your presentation, you will complete the self-group assessment found on our course website in Blackboard.

- 3. Research Proposal (60%).** This assignment will ultimately take the form of a well-integrated research proposal modeled in part on The American Educational Research Association's conference proposal format (see Task #3). Completion of this proposal is divided into three related tasks (see below for details). In the final paper, you will identify a researchable problem in your area of study (e.g. the preparation of teachers in your area, science, media and technology, special education, diverse classrooms, etc.), and prepare a literature review of the relevant and related research that would serve as a proposal to conduct a study. You are not expected to conduct the study, rather use the assignment to gain a deeper understanding of your area of interest as it relates to the study of teacher education, and discern next best research question(s).

Note: Two citations you use in your proposal must be dissertations. In this way, you will see some models of others' work to gain a sense of what goes into preparing your own.

The format for the entire paper is:

- The nature of the problem/purpose of the study (Objectives and Purposes)
- What others who have studied this problem have found (Framework and Literature Review)
- A description of the next study you think should be conducted (Research Question(s))
- A description of how you would conduct it (Modes of Inquiry/Methods)
- A brief discussion of why this study has educational significance (Implications)

See the tasks below and the rubric below for how the proposal will be assessed.

Research Proposal: Three Tasks

These three tasks are intended to encourage you to think about your perspective and skill as a developing researcher. The first two build to the third one and will allow the instructor to provide you with support in how to identify a problem, discern relevant and related previous research, and eventually to practice crafting a research proposal.

Task #1–10%: For this first assignment, you have an opportunity to develop a **statement of the problem** about which you want to know more. It must be a problem that focuses on the education of teachers in any of its various forms. You are not expected to break new ground, but are expected to be able to situate your research problem within in extant literature. **Due date: 9/20**

Locating your "dot" Resources for your research proposal:

*Use Moss & Haertel, pp. 131-192, Handbk as a resource to explore/locate methodological frame for your research proposal

*Use Zeichner, Research Agenda for Teacher Education (on Bb) to consider your research design.

*Use **International Handbook of Teacher Education**

ISBN: 978-981-10-0367-7 (Print) 978-981-10-0369-1 (Available at GMU Online)

See **infoguides** for free access to chapters related to your topic in this two volume handbook.

<http://infoguides.gmu.edu/EDUC851>

*Use Cochran-Smith et al., exemplars as they relate to your research topic; begins on 454

Task #2–20%: For this second assignment, you have an opportunity to develop an *annotated bibliography* of the studies you are considering for your final paper. I ask for this so I can see what scholarship you are considering and how it conceptually connects or not.

As you review extant literature, consider these questions (specifically for Task #2):

- What was the purpose of the study?
- What conceptual framework was used? Was this relevant to the study?
- Who were the subjects/participants studied? How many?
- What methods did the researcher(s) use to conduct the study?
- What did the researcher(s) find?
- What conclusion(s) did the researcher(s) draw?

Please use the following format for the annotated bibliography:

Author (last name first). (date). Title. Publication information, e.g. journal with volume and number; or for a book location and publisher; or URL and date retrieved.

Then include a summary characterizing the essence of the reference including: statement of the problem, context, framework, research design, findings, implications and relevance to your topic. Refer to APA guidelines as needed. **Due date: 10/18**

Task #3–30%: A research proposal. Throughout most of the semester you will work on developing a literature review on a topic that interests you related to research on teacher education. You should review at least 15 sources beyond class readings, become aware of the existing research base, and identify possible future research directions based on gaps or possible extensions in the literature. Developing a well-integrated review of the literature in support of a researchable problem placed within a strong argument/rationale and research design is the basis of a research proposal and for Task #3. The objective of this task is to move you closer to the actual task of identifying a problem and writing up the literature to make your case for conducting the study (practice at learning how to ask a manageable and focused researchable questions within solid design). **Draft due 11/15; Final 12/6**

4. **Conference Submission Simulation: (5%).** Review the [AERA](#) (or similarly esteemed education-related conference) submission requirements, Divisions and Special Interest Groups (SIGs). In a brief addendum to your proposal, identify the Division or SIG in which you think your proposal best fits and why. Provide a paragraph-length rationale for your decision of selection based on the “call” and/or mission of the Division or SIG. **Due date: 12/6**
5. **Final Presentation.: (5%).** Throughout the semester you will have opportunities to share your ongoing work with peers for peer review which will culminate in an oral presentation in class. **Due date: Due Date: 12/6**

Grading Scale

<i>Rating</i>	<i>Course Points</i>
A	95-100
A-	90-94
B+	86-89

B	83-85
B-	80-82
C	70-79
F	<70

Expectations and Policies for Students

- **Attendance:** Attendance is mandatory, as class meetings will rely heavily upon discussion of the assigned readings, and input and ideas are vital to our learning.
- **Absence:** If you must miss a class, you are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Assignments:** All assignments must be completed in MSWord and submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with instructor
- **Supplies:** Computer with Internet access and current GMU email account.
- **Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **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, and program will be sent to students solely through Mason email accounts.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.

Professional Dispositions

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

http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions.

Commitment to the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practice
- Respect for diverse talents, abilities, and perspectives
- Authentic and relevant learning

Commitment to being a member of a learning community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to democratic values and social justice

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Advocate for practices that promote equity and access
- Respects the opinion and dignity of others
- Sensitive to community and cultural norms
- Appreciates and integrates multiple perspectives

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: <http://cehd.gmu.edu/values/>

Class Schedule

Topics/Readings/Assignments

- August 30 **Introductions; Big T, little “t” of teaching; strategic proposal planning**
What’s it really like to be a teacher?
What does it mean to think philosophically about teaching?
Biesta & Stengel, Thinking philosophically, Only pp. 50-61, Handbook
Kafta, Search of Grand Narrative, Chapter 2, Handbook
Locating your research topic and “dot”
- September 6 **History of Reform in Teacher Education**
Kosnik et al chapter. Only pp. 267-275 & 279-284 (on Bb)
Bullough, Recalling 40 yrs of Teacher Education (on Bb)
Kennedy et al: Research Genres (on Bb)
Levine Teacher Education Report, pp. 5-34 (linked on Bb)
- September 13 **Contextualizing Policy and Standards in Teacher Education**
Mayer & Reid chapter (on Bb)
Nasir et al., Sociopolitical Context of Teaching, Chapter 5, Handbook
Levine, pp. 55-60 (linked on Bb)
Goodlad’s Postulates (overview linked Bb)
NCTQ Report (overview linked Bb)
U.S. DOE Regulations for Teacher Preparation (overview linked Bb)
CAEP Standards (overview linked Bb)
Sleeter, Toward TE Research That Informs Policy (*optional reading on Bb*)
- September 20 **Achievement, Assessment, and Evaluation in Teacher Education**
Cappella, et al, Teaching Beyond Achievement Tests, Chapter 4, Handbook
Puennel & Shepard, Assessment and Teaching, Only pp. 796-803, Handbook
Rowan & Raudenbush, Teacher Eval, Only 1159-1166, Handbook
Task #1 due
- September 27 **Knowledge Base for Research on Issues of Teacher Knowledge & Preparation**
Hiebert et al., Knowledge Base of the Teaching Profession (e-journal)
Cochran-Smith et al, Research on Teacher Prep, Ch 7, Handbook; Only pp. 439-454
Transformations in Educator Preparation (linked on Bb)
- October 4 **How and Where Should We Educate Teachers?**
Levine, pp. 35-44 and 45-53 (linked on Blackboard)
Also see: <https://www.insidehighered.com/news/2015/06/17/new-graduate-school-education-will-be-competency-based>
Zeichner & Conklin, Beyond Knowledge Ventriloquism (on Bb)
- October 11 **Mid-term Check-In**
In-class Workshop on Proposal Design: Polyvocal Research
Jamming Session I with Critical Friends
- October 18 **Knowledge Base for Research on Issues of Teacher Professional Development**
Avalos, Teacher Professional Development Review (linked on Bb)

Fuller, et al., New roles for Teachers in Diverse Schools, Chapter 15, Handbook
Lessons Learned: New Teachers Talk about their Job (linked on Bb)

Task #2 due

October 25

Knowledge Base for Research on Issues of Equity and Diversity in TE

Faltis & Valdes, Preparing Teachers for Linguistically Diverse, Ch 8, Handbook

Carter & Darling-Hammond, Teaching Diverse Learners, Ch 9, Handbook

Klingner, et al., Teaching Students w/ Special Needs, Ch10, Handbook

Peercy, Self-study potential for language teacher education

<http://newsmanager.commpartners.com/tesolteis/issues/2016-09-08/1.html>

November 1

Practice and Pedagogy

Darling-Hammond, Clinical Practice (on Bb)

White & Forgasz, Practicum Chapter (on Bb)

Korthagen, Pedagogy of teacher education (*optional reading on Bb*)

November 8
(Online work)

**Virtual Dialogues w/Critical Friends for Polyvocal Research Jamming
Session II**

November 15

Knowledge Base for Research on Issues of PD for Teacher Educators

Knight et al. Professional Dev & Practices of Teacher Educators (e-journal)

Goodwin et al. (e-journal)

Loughran, Professionally Developing as a Teacher Educator (on Bb)

Task #3 Draft due

November 22

No Class: Thanksgiving Recess

November 29

Inventiveness and Shifting Landscapes in Teacher Education

Samaras & Pithouse-Morgan, Self-Study Research (on Bb)

Hamilton, 2016 Chapter (on Bb)

December 6

Proposal Presentations

Final paper due with Conference Selection Rationale (Task 3 + Conference)

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

EDUC 851: Critical Friend Presentation Self/Group-Assessment

Please complete the following self/group-assessment related to your participation in your group activity/presentations. Once completed, submit to the Assignment dropbox in Blackboard.

Student

Name _____

Group #/

Topic _____

1. My critical friend group was well prepared for this presentation.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

2. All critical friend group members actively participated in our presentation.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

3. Based on the comments of the class, our presentation effectively contributed to our course-mates' understanding of the topic(s).
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

4. I sought personal excellence in my contribution toward developing this presentation.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

5. As part of this group, I was self-directed and productive in contributing to the development of our presentation.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. I took full advantage of the opportunities offered by this assignment to increase my and my course-mate's knowledge of this topic.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. As a prospective teacher educator, how does this topic impact the preparation and development of teachers?

8. Please provide at least one positive and one constructive comment about your participation in this critical friend group presentation activity.

EDUC 851: Critical Friend Presentation Rubric

CATEGORY	Distinguished	Proficient	Developing	Unacceptable
Presentation /Cohesiveness	Group demonstrates exemplary abilities to present information in a way that is clear to the audience	Group demonstrates abilities to present information in a way that is clear to the audience	Group demonstrates limited abilities to present information in a way that is clear to the audience .	Group demonstrates little to no ability to present information from the assigned text and presentation is confusing and unclear to the audience
Presentation/Potency	Group’s presentation shows thorough understanding of the topic, and demonstrates this understanding in ways fitting to prospective teacher educators	Group’s presentation shows significant understanding of the topic, and demonstrates this understanding in ways fitting to prospective teacher educators	Group’s presentation shows a limited understanding of the topic	Group’s presentation shows little or no understanding of the topic
Research Implications	Group’s presentation effectively illustrates numerous teacher education research implications from the text, and explores both theoretical and practical utilities of the information	Group’s presentation illustrates two or more teacher education implications from the text, and explores both theoretical and practical utilities of the information	Group’s presentation only vaguely illustrates research implications from the text, and fails to explore theoretical and practical utilities of the information	Group’s presentation illustrates no research implications from the text
Author’s Assertions	Information presented demonstrates exemplary insight into author’s themes and thesis	Information presented demonstrates significant insight into author’s themes and thesis	Information presented demonstrates only limited insight into author’s themes and thesis	Information presented fails to demonstrate any insight into author’s themes and thesis

Rubric for Evaluating Research on Teacher Education Proposals

	<i>Accomplished 28-30 pts</i>	<i>Basic 25-27</i>	<i>Unsatisfactory Below 24</i>
The problem/research question	The problem is clearly stated and its significance to the field is discussed in context to the field in both specific and more general terms	The problem is clearly stated, but the significance is neither discussed nor does it place the problem in the context of the literature	The problem statement is a collection of global assertions and its significance is neither discussed nor related to the problem
The literature review	The literature review is well-integrated (including at least two dissertations). The logic within each set of studies is cogent, tight and the transitions from one set of studies to another is clearly drawn	The literature review is “reportorial” i.e., a mechanical listing and description of each study, but unable to create a coherent “whole” that is tightly supportive of the problem/question	The literature review is vague with global citations that do not describe the studies with enough clarity for the reader to see the argument for the study. The scholarship descriptions do not build from one study to the next
The proposed subjects	The proposed subjects are consistent with previous research and are appropriate for the problem under study, or if the subjects represent a new group, the rationale for their inclusion is clearly made.	The subjects are consistent with previous research and are appropriate for the problem under study.	The subjects are inconsistent with previous research or no explanations are offered for studying a different set of subjects.
The proposed methods	The methods are consistent with previous research and are appropriate for the problem under study, or if the methods introduce a new strategy, the rationale is clearly made.	The methods are consistent with previous research and are appropriate for the problem under study.	The methods are inconsistent with previous research or no rationale is offered for introducing a new strategy.