

GEORGE MASON UNIVERSITY
College of Education and Human Development

EDUC 876.A02: Teacher Development and Education Policy
Summer 2017
3 Credits

Monday/Wednesday 4:30-6:35
Innovation Hall 316
Tuesday/Thursday
Online

Professor: Dr. Diana D'Amico
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Catalog Description:

Focuses on the impact of policy actions at the local, state, and national levels on teacher preparation and continuing professional development.

Prerequisite: Admission to the Ph.D. program and EDUC 870 or permission of instructor.

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 and development.
2. Analyze and describe the legal, political, and social forces that influence decision making on these issues.
3. Understand and explain the intersection of teacher policy at various levels (local, state, federal) and research.
4. Analyze existing scholarship around teacher policy and develop a new research agenda.

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.

Nature of Course Delivery:

This course is taught using lectures and discussions

Required Readings: All course readings will be available via the course Blackboard Page.

- Achinstein, B., Ogawa, R. T., & Speigman, A. (2004). Are We Creating Separate and Unequal Tracks of Teachers? The Effects of State Policy, Local Conditions, and Teacher Characteristics on New Teacher Socialization. *American Educational Research Journal*, 41(3), 557–603. <http://doi.org/10.3102/00028312041003557>
- Baker-Doyle, K. (2010). Beyond the labor market paradigm: A social network perspective on teacher recruitment and retention. *Education Policy Analysis Archives*, 18(26).
- Buck, S., & Greene, J. P. (2011). Blocked, diluted, and co-opted. *Education Next*, 11(2), 26–38.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55(4), 295–299.
- Cochran-Smith, M., Piazza, P., & Power, C. (2013). The politics of accountability: Assessing teacher education in the United States. *Educational Forum*, 77(1), 6–27.
- 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.
- Darling-Hammond, L. (1994). Who will speak for the children? How “Teach for America” hurts urban schools and students. *Phi Delta Kappan*, 76, 21–34.
- Darling-Hammond, L. (2002). Research and rhetoric on teacher certification: A response to “Teacher Certification Reconsidered.” *Education Policy Analysis Archives*, 10(36).
- D’Amico, D. (2015). An old order is passing”: The rise of applied learning in university-based teacher education during the Great Depression. *History of Education Quarterly*, 55(3), 319–345.
- D’Amico, D., Pawlewicz, R., Earley, P., & McGeehan, A. (2017). Where are all the Black teachers?: Discrimination in the teacher labor market. *Harvard Educational Quarterly*.
- Ginsberg, R., & Kingston, N. (2014). Caught in a Vise: The Challenges Facing Teacher Preparation in an Era of Accountability. *Teachers College Record*, (116), 1–48.
- Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for America on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75–96.
- Goodman, S., & Turner, L. (2011). Does whole-school performance pay improve student learning. *Education Next*, 11(2), 66–71.
- Hazi, H. M., & Rucinski, D. A. (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*, 17(5), 1–22.
- Hulleman, C. S., & Barron, K. E. (2010). Separating myth from reality. *Phi Delta Kappan*, 91(8), 27–31.
- Ingersoll, R., & Merrill, L. (2010). Who’s teaching our children? *Part of a special issue: The Key to Changing the Teaching Profession*, 67(8), 14–20.
- Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591–598.
- Labaree, D. F. (1994). An unlovely legacy: The disabling impact of the market on American teacher education. *Phi Delta Kappan*, 75, 591–595.
- Newton, X. A., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010). Value-added modeling of teacher effectiveness: An exploration of stability across models and contexts. *Education Policy Analysis Archives*, 18(23).

- Roellke, C., & Rice, J. K. (2008). Responding to teacher quality and accountability mandates: The perspective of school administrators and classroom teachers. *Leadership and Policy in Schools*, 7(3), 264–295. <http://doi.org/10.1080/15700760701822124>
- Sato, M. (2014). What Is the Underlying Conception of Teaching of the edTPA? *Journal of Teacher Education*, 0022487114542518. <http://doi.org/10.1177/0022487114542518>
- U.S. Department of Education. (2011). *Our future, our teachers: The Obama Administration's plan for teacher education reform and improvement*. Washington, DC: U.S. Department of Education. Retrieved from <http://www.ed.gov/teaching/our-future-our-teachers>
- Varenne, H. (2007). On NCATE standards and culture at work: Conversations, hegemony, and (dis-)abling consequences. *Anthropology & Education Quarterly*, 38(1), 16–23.

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 assignments on time via email, unless prior arrangements are made. Late work will be penalized by a deduction of 2pts/day late unless prior arrangements are made.

1. Response Essay: Students will submit a brief response essay (5-7 pages) that puts the assigned readings into conversation with a pertinent, real-life case (either a policy or event). How does the case relate to the research? How might one be informed by the other? What might policymakers have to say to researchers, and vice versa? What new questions might emerge from this fusion? Students may write on any class session they wish; assignments are due *before* that class session. (15pts)

2. Policy Proposal and Bibliography: In a brief essay (4-6 pages), identify a *specific* teacher policy of interest. Where does this policy play out (local, state, federal level)? Who does it impact, and who are the key stakeholders? Who created it and why? What debates and tensions surround or inform this policy? What does the scholarship tell us about this issue or related issues? Identify at least **6** scholarly, peer-reviewed sources (original research) that pertain to the general policy in a bibliography formatted according to APA guidelines. Students may select any policy pertaining to teachers that is of interest. In addition to the topics listed on the syllabus, others to consider include: Teacher Leadership, Professional Learning Communities, Tenure Practices and National Board Certification. (10pts)

3. Teacher Research Policy Presentation: Each student will select a peer-reviewed article focused on an issue relevant to teacher policy. The selected research article should pertain to the student's selected topic for the final essay. Students will deliver presentations in an online format and create a twenty minute

video that will be posted to the course Blackboard page. In the video, students will offer a brief overview of the issue. The majority of the presentation should be devoted to a broader discussion of how the research casts light on the core policy issue, the questions that remain, and why those are significant. (10pts)

4. Article Summary and Analysis Essay: Select one article focused on a teacher policy relevant topic from a peer reviewed journal (excluding any required readings) from your proposed bibliography (this should be the same article that students discuss in the online presentation and related to the final essay). Briefly summarize the article (one page, maximum) and offer a critique (three pages). You may analyze the policy implications of the research, consider how the work pertains to other existing scholarship, or think about how the findings might generate new research questions. Essays are due the date of presentation. (10pts)

5. Licensure/Certification Presentation: Students will select a state other than Virginia and provide an overview and analysis of how one becomes a teacher focusing on requirements, pathways and reciprocity. Students will present their findings during an on-line hybrid session. (5pts)

6. Policy Memorandum: 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 the specific teacher policy problem of interest; (3) describe a research agenda that would help deal with that problem; and (4) provide a rationale for policy options to address the problem that stem from your proposed research. The paper may not be more than 10 pages long. We will have an in-class writing workshop. (25 pts)

7. Presentation of Proposed Research: During the last class student will deliver a conference-style presentation. Students will outline the specific policy issue, the state of current scholarship surrounding the topic and the gaps or tensions between the two. Students should devote the majority of their presentation to their proposed research project. Students will highlight site selection, evidence, methodologies and framing questions. Students will call particular attention to the ways in which this proposed research contributes to current scholarship and potential policy outcomes. (10pts)

8. On-Line Participation and Contributions: Several times over the course of the semester, class will be held in a hybrid format on-line. The success of these sessions will depend on your active participation. Though the various sessions will vary, in each case you will be asked to respond to different prompts, primary sources, video lectures, and/or readings. At times, you will also present brief presentations. I expect students to engage with peers in the on-line setting, posing questions, answers and responding to one another. We will discuss these sessions in more detail during our first session and throughout the semester. (15 pts)

**** Please email assignments to me before the start of class on the date due. ****

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, 6th 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). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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/>].
- h. 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://coursesupport.gmu.edu/>.
- i. The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the

safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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:

Date/Location	Topic	Readings/Assignments
M. 5/22 (campus)	Course Introduction: The Discourse of <i>Blame</i> in Teacher Policy	
T. 5/23 (online)	The Political Nature of Teacher Policy	Rice & Roellke, “Piecing Together the Teacher Policy Landscape: A Policy Problem Typology” U.S. Dept. of Education, “Our Future, Our Teachers: The Obama Administration’s Plan for Teacher Education Reform and Improvement.”
W. 5/24 (campus)	University-Based Teacher Preparation	Cochran-Smith, “The Problem of Teacher Education.” Labaree, “An Unlovely Legacy: The Disabling Impact of the Market on American Teacher Education.” D’Amico, “‘An Old Order is Passing’: The Rise of Applied Learning in University-Based Teacher Education during the Great Depression”
Th. 5/25 (online)	Teacher Preparation: Alternate Pathways	Glazerman, et.al, “Alternative Routes to Teaching: The Impacts of Teach for America on Student Achievement and Other Outcomes.” Darling-Hammond, “Who Will Speak for the Children?: How 'Teach for America' Hurts Urban Schools and Students.”
T. 5/30 (online)	Student Presentation of Teacher Policy Research	Readings tbd
W. 5/31 (campus)	Accreditation	Cochran-Smith, et.al, “The Politics of Accountability: Assessing Teacher Education in the U.S.” Varenne, “On NCATE Standards and Culture at Work: Conversations, Hegemony, and (Dis-)Abling Consequences.”
Th. 6/1 (online)	Discussion: Proposed Topics	<i>Policy Proposal and Bibliography Due</i>

M. 6/5 (campus)	Evaluating Teacher Preparation	Sato, "What Is the Underlying Conception of Teaching of the edTPA?" Ginsburg & Kingston, "Caught in a Vice: The Challenges Facing Teacher Preparation in an Era of Accountability"
T. 6/6 (online)	Student Presentation of Teacher Policy Research	Readings tbd
W. 6/7 (campus)	Certification and Licensure	Darling-Hammond, "Research and Rhetoric on Teacher Certification: A Response to 'Teacher Certification Reconsidered.'" <p>Walsh, "Teacher Certification Reconsidered: Stumbling for Quality."</p> <p><i>State presentations</i></p>
Th. 6/8 (online)	Student Presentation of Teacher Policy Research	Readings tbd
M. 6/12 (campus)	Recruitment & Hiring	Baker-Doyle, "Beyond the Labor Market Paradigm: A Social Network Perspective on Teacher Recruitment and Retention." <p>D'Amico, et. al., "Where are All the Black Teachers?: Discrimination in the Teacher Labor Market"</p> <p>Ingersoll, "Who's Teaching Our Children."</p>
T. 6/13 (online)	Incentivizing Teachers: From Merit Pay to Teacher Leadership	Achinstein, "Are We Creating Separate and Unequal Tracks of Teachers? The Effects of State Policy, Local Conditions, and Teacher Characteristics on New Teacher Socialization" <p>Goodman & Turner, "Does Whole-School Performance Pay Improve Student Learning?"</p> <p>Hulleman & Barron, "Performance Pay and Teacher Motivation: Separating Myth from Reality."</p>
W. 6/14 (campus)	Defining and Measuring Teacher "Quality"	Kennedy, "Attribution Error and the Quest for Teacher Quality."

		<p>Hazi & Rucinski, “Teacher Evaluation as a Policy Target for Improved Student Learning: A Fifty State Review of Statute and Regulatory Action Since NCLB.”</p> <p>Newton, et.al, “Value-added Modeling of Teacher Effectiveness: An Exploration of Stability Across Models and Contexts”</p>
Th. 6/15 (tbd)	Individual Meetings	
M. 6/19 (campus)	Writing Workshop	<i>Bring a draft of final essay to class</i>
T. 6/20 (online)	Work-night	
W. 6/21 (campus)	Presentations	<i>Final Essays Due</i>

Rubric: Policy Memorandum

<i>Criteria</i>	Outstanding	Competent	Minimal	Unsatisfactory
Introduction & Presentation of Teacher Policy	The author provides a clear and succinct examination of a specific policy issue pertaining to teachers. The author calls attention to where the policy plays out, who is involved, implementation issue and other factors. The author clearly identifies the relevant issues or debates that surround this policy. The author clearly identifies the policymaker audience.	The author provides an examination of a policy issue pertaining to teachers, but offers little specific detail.	The author offers a vague exploration of a policy issue.	The author does not offer an exploration of a policy issue that pertains to teachers.
Research Agenda: Rationale and Design	The author provides a clear rationale for a research agenda that attends to the selected policy issue and stems from relevant literature. The author proposes a clear research study and highlights site selection, evidence, methodology and framing questions.	The author calls for a research agenda, but precisely how it stems from existing scholarship is unclear. The author offers clear and specific details of the proposed project.	The author offers a general call for more research, but it is unclear how it stems from existing research. The details of the proposed research are vague.	The author does not offer a specific call for more research that stems from existing research. The author does not propose a research design.
Policy Implications	The author offers a clear and compelling statement of the practical and scholarly implications of the proposed work. In addition, the author provides a clear and specific discussion of the potential policy outcomes of such research.	The author offers a general statement of how the proposed research project would engage and contribute to existing scholarship. The author offers general policy outcomes.	The author offers a vague statement of the proposed study's contributions to existing scholarship. The author offers a vague discussion of the ways in which such research might inform policy.	The author does not discuss the ways the proposed research project would contribute to existing scholarship. The author does not discuss how such research might inform policy.
Writing	The essay is 10 pages long. The writing is clear, error-free, and adheres to proper APA guidelines.			The essay disregards the length requirement. The writing is sloppy and/or grammatically incorrect. The author does not use correct proper APA guidelines.