

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDUC 854 Section DL1
Working in Schools: Spanning Boundaries/Expanding Roles
3 credits/Fall 2021
Mondays 4:30-7:10 (Synchronous)
TBD – Other Asynchronous Requirements

Professor: Dr. Elizabeth (Betsy) Levine Brown
Office Hours: By appointment
Office Location: Thompson 1804
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CATALOG COURSE DESCRIPTION

Course Description:

- A. **Prerequisite or Co-requisite:** Admission to PhD in Education program or permission of instructor.
- B. **University Catalog Course Description:** Prepares future teacher educators and professional developers for their work in K-12 settings. Examines the principles of clinical field experiences, the foundations of school-university partnerships, and the roles/relationships of **all** stakeholders engaged in field-based teacher preparation and teacher professional development.
- C. **Expanded Course Description:** N/A
- D. **Course Delivery Method:**
This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions, field trips, and asynchronous, online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student-led activities. This course will also include a 3-week practice-based component that provides students an opportunity to explore roles associated with serving as boundary-spanning teacher educators working in schools.

LEARNING OUTCOMES

Learner Outcomes:

- Increase understanding of current context in teacher education as it relates to working with P-12 school partners in field-based/clinical experiences (Research-based practice; Innovation)
- Examine the foundations of and appropriate models for clinical practice including school/university partnership (Collaboration)
- Explore the various roles and responsibilities of the stakeholders engaged in boundary spanning P-12/university roles (Collaboration)
- Understand the tenets of culturally responsive pedagogy as it applies to boundary spanning roles in cross-cultural settings (Social Justice, Ethical Leadership)
- Examine the role of teacher education in school change (Social Justice, Ethical Leadership)

STANDARDS

Professional Standards:

Association of Teacher Educators 'Standards for Teacher Educators'

- STANDARD 3 Scholarship: Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.
- STANDARD 4 Professional Development: Inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.
- STANDARD 5 Program Development: Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.
- STANDARD 6 Collaboration: Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.
- STANDARD 7 Public Advocacy: Serve as informed, constructive advocates for high quality education for all students
- STANDARD 8 Teacher Education Profession: Contribute to improving the teacher education profession.
- STANDARD 9 Vision: Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views.

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in synchronous class sessions as well as asynchronous online discussions and activities. All class sessions will include small/large group discussions and tasks, lecture, and student led activities.

This course uses GMU Zoom and Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

Technical Requirements:

To participate in this course, students will need to satisfy the following requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - **Adobe Acrobat Reader:** <https://get.adobe.com/reader/>
 - **Windows Media Player:** <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - **Apple Quick Time Player:** www.apple.com/quicktime/download/

COURSE READINGS

Required Texts:

- Weekly readings on Blackboard as assigned (tentative list included in the appendix)

Recommended Text:

- Hoppey, D. T., & Yendol-Hoppey, D., (2018). *Outcomes of high-quality clinical practice in teacher education*. Charlotte, NC: Information Age Publishing.

COURSE ASSIGNMENTS & EVALUATION

Assignments and/or Examinations:

- 1) **Course attendance and participation** (15 points): This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. Our class meetings will reflect my desire to create a learning community where multiple perspectives are heard and respected. To do this it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings outlined within the syllabus. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning. To be active participants in class, you must complete all pre-assigned readings and tasks **before** the class session for which they are assigned. Additionally, cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

- 2) **Critical Reflections and Connections** (5 points each; 15 points): At three points in the semester, we will read broadly about a topic related to working in schools. For this assignment, across the designated weeks (see tentative calendar), you are responsible for:
 - Identifying a research-based article (outside our course reading list) that connects to the broad topic, and informs your personal areas of interests.
 - Reflecting critically on the connections between your article and the anchor readings for the course using the online tool provided.
 - Preparing 2-3 questions that probe the class' thinking about the connections to your selected research-based article and the broad class topic for that week.
- 3) **Discussion Co-Facilitation** (5 points each; 10 points total) On your designated dates, you and a partner(s) will prepare specific discussion questions and activities about the readings for the day to spark a critically reflective discussion amongst your peers. You should plan for 45 minutes of co-facilitated instruction (inclusive of discussion and activity-based exercises). Upon completion of your facilitation, you will complete a brief reflection (1-2 pages) on your preparation for and execution of the facilitation.
- 4) **Practice-Based Clinical Experience** (25 points)
 - In this assignment you are going to do a deep dive into a practice-based experience related to a possible role working in schools. Three course meetings are dedicated to this experience.

- i. First, as a class, we will collectively **identify** multiple roles related to working in schools. This may include, but is not limited to shadowing a supervisor, a mentor teacher, an instructional coach, staff development leader, a site-based course instructor, etc.
- ii. Next, you will select one role that you will **explore** with more deeply. You could select a role that you feel aligns with your long-term goals or one that you hadn't considered but want to understand more fully. You could identify two or three roles and briefly explore each. As an alternative, you might consider application-based activities in lieu of multiple observations. For example, you might shadow a supervisor and engage in a feedback cycle.
 - 1) Regardless of route, you will need to
 - a. identify an expert engaged in the work in schools you are studying and conduct observation(s) of the expert(s).
 - b. Following the observation(s), you will conduct brief interview(s) with the expert(s) to more fully understand your observations and the role. The interview(s) should be transcribed and submitted with your final product.
- iii. In the third and final phase, you will reflect upon and share your summative work. **This 10 min presentation** should include:
 - 1) A brief overview of your practice-based clinical experience
 - 2) A summative reflection of your learning from the experience.
 - 3) A look into the future through consideration of the implications for your career trajectory:
 - a. What role you see yourself in as it relates to working in schools
 - b. How you are going to prepare for that role—what is needed next in terms of your doctoral experiences? How are you going to make sure these happen?
 - c. the lead on a practice-based clinical experience: engage in a coaching cycle, observing and providing feedback to a teacher candidate/peer, leading a professional development session.
- iv. Your work should be supported by the research literature—our course readings and additional readings that may support your specific experience.

5) **Final Project** (35 points)

- Using your specific interests as they relate to working in boundary spanning roles, choose a final project format (e.g., a review of the literature, a research proposal format or a goal statement) that: 1) furthers your interest, 2) connects to the overarching tenets of the course, and 3) benefits your professional development trajectory. You should meet with the instructor to make the best selection of project type.
- Write a brief proposal (max 500 words) that describes your intended final outcome. This will be collected early in the semester to make sure you are off to a solid start. It should include
 - i. Overview
 - ii. Relevance to the field
 - iii. Proposed project
 - iv. Timeline
 - v. Initial Resources

- Your final project should demonstrate both your broad understanding of the body of knowledge as it relates to working in schools in boundary spanning roles and your specific understanding of application of this knowledge to your field of interest. Your final project will be evaluated based on your ability to ground your discussion in the body of literature. You are encouraged to use any course content that might lend strength to your position. In addition, you are expected to expand on this foundational knowledge in your specific field of interest.
 - i. If you choose the research proposal option, your final project should include an introduction, a literature review (minimum 10 sources with at least 7 being research articles), and proposed methodology.
 - ii. If you choose the literature review option, your final project should include an introduction and a synthesis of the literature related to your area of interest (minimum 15 resources with at least 10 being research articles).
 - iii. If you choose the goal statement option, your final project should include an introduction, relevance of course content to future work in PhD program, and application of literature related to your area of interest (minimum of 10 sources with at least 7 being research articles).

Other Requirements:

Work Timeliness Expectations All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit.** Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted to Blackboard or my email on the due date stated within the course calendar (see below) and should be submitted at the beginning of class. All assignment titles should use the last name underscore and assignment title (e.g., Brown_FinalProject)

You are expected to contribute to both class and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Assignments	Learning Outcomes	Points	Date Due
Course attendance & participation	1, 2, 3, 4, 5	15 POINTS	ongoing
Critical Reflections and Connections	1, 2, 3, 4, 5	15 POINTS	9/13, 10/4, 10/25
Discussion Co-Facilitation	1, 2, 3, 4, 5	10 POINTS	Session 1 (pairs): 9/13, 9/20, 9/27 Session 2 (triads): 10/18, 10/25
Practice-Based Clinical Experience	1, 2, 3,4, 5	25 POINTS	11/22
Final Project	1, 2, 3, 4, 5	Proposal (5 pts) Final Project (30 pts)	Proposal: 10/18 Final: 12/6

3. Grading Policies

The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary / Passing
A	Meets Standard	93 – 97.9	4.00	Excellent / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

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/>.

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <http://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 emergency.gmu.edu.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard, change the link to: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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

Tentative Course Schedule

*Faculty reserves the right to alter the schedule as necessary with notification to students. Additional readings may be assigned based on students' interests/needs

Date	Guiding Questions	Readings	Assignments
August 23	<p>Historical Context of Working in Schools</p> <ul style="list-style-type: none"> • Who are we? What were/are our experiences? • What do we want to know and be able to do as teacher educators? • What lexicon and roles associated with working in schools? • What are the various ways you can engage as boundary spanning teacher educators (teaching, research, advocacy) working in schools? 	<p>Before Class:</p> <p>National Council for Accreditation of Teacher Education (2010). <i>Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved learning</i>. Washington, D.C. Retrieved from http://caepnet.org/~media/Files/caep/accreditation-resources/blue-ribbon-panel.pdf.</p> <p>Holmes Group. (1990). <i>Tomorrow's teachers: Principles for the design of PDSs. A report of the Holmes group</i>. East Lansing, MI: Author.</p> <p>In Class:</p> <p>Paufler, N. A., & Amrein-Beardsley, A. (2016). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's Twenty Postulates. <i>Journal of Teacher Education</i>, 67(4), 251–262. https://doi.org/10.1177/0022487116660154</p>	Review Syllabus
August 30	<p>Current Context of Working in Schools</p> <ul style="list-style-type: none"> • What are current frameworks and standards associated with working in schools? • What are current professional organizations and readings associated with working in schools? • What is a PDS? 	<p>American Association of Colleges for Teacher Education (2018). <i>A pivot toward clinical practice, it's lexicon, and the renewal of educator preparation: A report of the AACTE Clinical Practice Commission</i>. Washington D.C.: Authors.</p> <p>Dennis, D. V., Burns, R. W., Tricarico, K., van Ingen, S., Jacobs, J., & Davis, J. (2017). Problematizing clinical education: What is our future? In R. Flessner & D. Lecklider (Eds.), <i>The power of clinical preparation in teacher education</i> (pp.1-20). Lanham, MD: Rowman & Littlefield.</p> <p>Burn, K., & Mutton, T. (2015). A review of 'research informed clinical practice in initial teacher education. <i>Oxford Review of Education</i>, 41(2), 217-233.</p> <p>CAEP Standard 2:</p>	Getting Started Survey Setting Up Personal Google Account

- <http://caepnet.org/standards/2022-itp/standard-2>

SELECT THREE:

Broad standards

ATE Field Standards:

- <http://www.atel.org/pubs/uploads/nfdfstds.pdf>

NAPDS 9 Essentials:

- <https://napds.org/nine-essentials/>

Virginia Performance Standards:

- https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml

NBPTS (choose field-specific standards):

- <https://www.nbpts.org/standards-five-core-propositions/>

Content-specific standards

NSTA:

<http://static.nsta.org/pdfs/2020NSTAStandards.pdf>

NCTM:

https://www.nctm.org/uploadedFiles/Standards_and_Positions/PSSM_ExecutiveSummary.pdf

NAEYC:

<https://www.naeyc.org/our-work/families/10-naeyc-program-standards>

NCTE:

<http://www.ncte.org/standards/ncte-ira>

ILA:

<https://literacyworldwide.org/get-resources/standards/standards-2017>

NCSS:

<https://www.socialstudies.org/standards/introduction>

CEC:

<https://www.cec.sped.org/Standards>

CAEP ELEM:

<http://caepnet.org/accreditation/caep-accreditation/caep-k-6-elementary-teacher-standards>

ELL:

<https://www.tesol.org/advance-the-field/standards>

September 6	No Class – Labor Day		
September 13	<p>Understanding Clinical Teacher Preparation: Field Experiences</p> <ul style="list-style-type: none"> • What do we know historically about the nature of field experiences from the research literature? • What do we know currently about the nature of field experiences from current trends in the literature? 	<p>Clift, R. T., & Brady, P. (2009). Research on methods courses and field experiences. In M. Cochran-Smith and K. Zeichner (Eds.), <i>Studying teacher education: The report of the AERA panel on research and teacher education</i> (pp 309-346). Mahway, NJ: Erlbaum.</p> <p>Zeichner, K., & Bier, M. (2015). Opportunities and pitfalls in the turn toward clinical experience in U.S. teacher education. In E.R. Hollins (Ed.), <i>Rethinking field experiences in preservice teacher preparation: meeting new challenges for accountability</i> (pp. 20-46). New York: Routledge.</p> <p>Brown, E. L., Groth, L., Parker, A., Laurits, E., & O'Brien, C. (in press). Pathways to partnership: How a differentiated approach sustained PDS efforts during times of uncertainty. <i>School-University Partnerships Special Issue</i>.</p> <p>SELECT ONE:</p> <p>Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. <i>Journal of Teacher Education</i>, 61(1-2), 89-99.</p> <p>Parker, A. K., Groth, L., & Byers, C. Designing and implementing site-based course instruction (2019). <i>The New Educator</i>, 15(2), 130-155.</p> <p>Matsko, K. K., & Hammerness, K. (2014). Unpacking the “urban” in urban teacher education: Making a case for context-specific preparation. <i>Journal of Teacher Education</i>, 65(2), 128-144.</p> <p>Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. <i>Educational Evaluation and Policy Analysis</i>, 34(1), 3-26.</p>	<p>Discussion Co-Facilitation 1</p> <p>Critical Reflection & Connections 1</p>

		<p>Zenkov, K. & Pytash, K. E. (2018). Critical, project-based clinical experiences: Their origins and their elements. In K. Zenkov & K.E. Pytash (Eds) <i>Clinical Experiences in Teacher Education: Critical, Project-Based Interventions</i>. New York, NY: Taylor & Francis.</p> <p>Klein, E. J., Taylor, M., Onore, C., Strom, K. & Abrams, L. (2013). Finding a third space in teacher education: Creating an urban teacher residency, <i>Teaching Education</i>, (24)1, 27-57.</p> <p>Solomon, J. (2009). The Boston teacher residency: District-based teacher education. <i>Journal of Teacher Education</i>, 60(5), 478-488.</p> <p>Hammerness, K., Williamson, P., & Kosnick, C. (2016). Introduction to the special issue on urban teacher residencies: The trouble with “generic” teacher education. <i>Urban Education</i>, 51(10), 1155-1169.</p> <p>Underwood, J. B., Dickinson, G. K., Cantu, D. V. (2018). Restructuring teacher preparation with culturally relevant principles. In Hoppey, D. T., & Yendol-Hoppey, D., (Eds). <i>Outcomes of high-quality clinical practice in teacher education</i> (pp. 197-218). Charlotte, NC: Information Age Publishing.</p>	
<p>September 20</p>	<p>Exploring Boundary Spanning Roles in Clinical Teacher Preparation</p> <ul style="list-style-type: none"> • Who is working in boundary spanning roles in teacher preparation? • What are the experiences of various stakeholders? <p>(Guest Speakers – Lois Groth and Charlene O’Brien)</p>	<p>Murray, J. (2017). Defining Teaching Educators: International Perspectives and Contexts. In D. Jean Clandinin, & Jukka Husu (Eds). <i>The SAGE Handbook of Research on Teacher Education</i> (pp. 1017-1032). Thousand Oaks, CA: SAGE Publications.</p> <p>SELECT THREE: UNIVERSITY- BASED TEACHER EDUCATORS</p> <p>Burns, R. W. & Badiali, B. J. (2015) When supervision is conflated with evaluation: teacher candidates’ perceptions of their novice supervisor, <i>Action in Teacher Education</i>, 37(4), 418-437.</p> <p>Slick, S. K. (1998). University supervisor: A disenfranchised outsider. <i>Teaching and Teacher Education</i>, 148, 821-834.</p>	<p>Discussion Co-Facilitation 2</p>

		<p>Burns, R. W. & Badiali, B. J. (2016) Unearthing the complexities of clinical pedagogy in supervision: Identifying the pedagogical skills of supervisors. <i>Action in Teacher Education</i>, 38(2), 156-17.</p> <p>Cuenca, A. (2010). <i>In Loco Paedagogus: The pedagogy of a novice university supervisor. Studying Teacher Education</i>,6(1), 29-43.</p> <p>Chandler-Olcott, K., Dotger, S., Waymouth, H., Crosby, M., Lahr, M., Hinchman, K., Newvine, K., & Nieroda, J. (2018). Teacher candidates learn to enact curriculum in a partnership-sponsored literacy enrichment program for youth, <i>The New Educator</i>, (14)3, 192-211.</p>	
<p>September 27</p>	<p>Exploring Boundary Spanning Roles in Clinical Teacher Preparation</p> <ul style="list-style-type: none"> • Who is working in boundary spanning roles in teacher preparation? • What are the experiences of various stakeholders? <p>(Guest Speakers – Dawn Evans (SF – Old Bridge ES) & TBD)</p>	<p>Czerniawski, G.; Kidd, W. & Murray, J. (2019) We are all teacher educators now: Understanding school based teacher educators in times of change in England. In J. Murray, A Swennen, and C. Kosnik (Eds). <i>International Research, Policy, and Practice in Teacher Education</i>. (p. 171-185). Basel, Switzerland: Spring International Publishing</p> <p>SELECT ONE: SCHOOL-BASED TEACHER EDUCATORS</p> <p>Mark, K. M., & Nolan, J. F. (2018) Understanding mentoring practices in a professional development school partnership. In Hoppey, D. T., & Yendol-Hoppey, D., (Eds). <i>Outcomes of high-quality clinical practice in teacher education</i> (pp. 17-37). Charlotte, NC: Information Age Publishing.</p> <p>DeBiase, J. A., Butler, W. A., Khan, R., & Dyer, P. A. (2018). The site coordinator in a clinically rich teacher education program. In Hoppey, D. T., & Yendol-Hoppey, D., (Eds). <i>Outcomes of high-quality clinical practice in teacher education</i> (pp. 39-59). Charlotte, NC: Information Age Publishing.</p> <p>Clarke, A., Triggs, V., Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. <i>Review of Educational Research</i>, 84(2), 163-202.</p>	<p>Discussion Co-Facilitation 3</p>

		<p>White, E., Dickerson, C. & Weston, K. (2015). Developing an appreciation of what it means to be a school-based teacher educator, <i>European Journal of Teacher Education</i>, 38(4), 445-459.</p> <p>Hoffman, J. V., Mosley Wetzel, M., Maloch, B., Greeter, E., DeJulio, S., & Khan Vlach, S. (2015). What can we learn from studying the coaching interactions of cooperating teachers and preservice teachers? A literature review. <i>Teaching and Teacher Education</i>, 52, 99-112.</p> <p>SELECT ONE: TEACHER CANDIDATES</p> <p>Murray, J., Czerniawski, G., Barber, P. (2019) Who is teaching me and what do they know? Student teachers' perceptions of their teacher educators and mentor teachers. In J. Murray, A Swennen, and C. Kosnik (Eds). <i>International Research, Policy, and Practice in Teacher Education</i>. (p. 171-185). Basel, Switzerland: Spring International Publishing</p> <p>Valencia, S. W., Martin, S. D. Place, N.A., & Grossman, P. (2009). Interactions in student teaching: Lost opportunities for learning. <i>Journal of Teacher Education</i>, 60(3), 304-322.</p> <p>Gelfuso, A. & Dennis, D.V. (2017). Reproducing figured worlds of literacy teaching and learning: Examining the “language-in-use” of an inservice and preservice teacher enacting the practice of literacy planning,. <i>Action in Teacher Education</i>, 39(1), 67-84.</p> <p>Hoppey, D., Allsopp, D., Riley, M. W., Frier, A., & Han, S. (2018). Understanding teacher candidates' perspectives of learning to teach during an innovative summer practicum. In Hoppey, D. T., & Yendol-Hoppey, D., (Eds). <i>Outcomes of high-quality clinical practice in teacher education</i> (pp. 171-194). Charlotte, NC: Information Age Publishing.</p>	
<p>October 4 (Asynchronous)</p>	<p>Understanding Teacher Professional Development</p>	<p>Glickman, C. D. , Gordon, S. P., Ross-Gordon, J. M. (2018). SuperVision and instructional leadership: A developmental</p>	<p>Critical Reflection & Connections 2</p> <p>Practice-Based Experience Exploratory Work</p>

	<ul style="list-style-type: none"> • What are the key elements of effective teacher professional development? • What is peer coaching and how does it facilitate teacher professional development? 	<p>approach (10th ed). Pearson. Chapter 18: Professional Development</p> <p>SELECT ONE: National Center on Time & Learning. (2015) <i>Time for teachers: Leveraging expanded time to strengthen instruction and empower teachers</i>. Boston, MA: Authors.</p> <p>Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). <i>Effective Teacher Professional Development</i>. Palo Alto, CA: Learning Policy Institute.</p> <p>SELECT ONE: http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/The-Evolution-of-Peer-Coaching.aspx</p> <p>Zwart, R.C., Wubbels, T., Bergen, T.C.M., Bolhuis, S. (2007). Experienced teacher learning within the context of reciprocal peer coaching. <i>Teachers and Teaching, 13</i>(2), 165-187.</p>	
<p>October 11</p>	<p>No Class Meeting - Practice-Based Experience Exploratory Work</p>		<p>Practice-Based Experience Exploratory Work</p>
<p>October 18</p>	<p>Exploring UBTE/SBTE Roles in Inservice Teacher Professional Development</p> <ul style="list-style-type: none"> • Who is working in boundary spanning roles in teacher professional development? • What are the various roles a UBTE or SBTE might play in in-service teacher professional development? <p>(Guest Speaker - TBD)</p>	<p>SELECT THREE: Burns, R. W., Johnson III, W. W., Hardin-Roberts, S. (2017). The Mort Teacher Leadership Academy: Developing teacher leaders for urban schools together. In Yendol-Hoppey, D., Shanley, D., Delane, D. C., & Hoppey, D. (Eds) <i>Working Together: Enhancing Urban Educator Quality Through School University Partnerships</i>, p. 129-148. Charlotte, NC: Information Age Publishing.</p> <p>Rahman, Z. G., Munakata, M., Klein, E., Taylor, M. & Trabona, K. (2018). Growing our own: Fostering teacher leadership in K-12 science teachers through school-university partnerships. In J. Hunzicker (Ed.). <i>Teacher Leadership in Professional Development Schools</i>, 235-253. Bingley, UK: Emerald Publishing Limited.</p> <p>Morettini, B. W., Luet, K. M., Vernon-Dotson, L. J., Nagib, N., & Krishnamurthy, S., Developing teacher leaders using a</p>	<p>Discussion Co-Facilitation 4</p> <p>Final Project Proposal due</p>

		<p>distributed leadership model: Five signature features of a school-university partnership. In J. Hunzicker (Ed.). <i>Teacher Leadership in Professional Development Schools</i>, 217-223. Bingley, UK: Emerald Publishing Limited.</p> <p>Dennis, D. V., & Hemmings, C. (2018). Making the simple more complex: The influence of job embedded professional development in support teacher expertise in reading. <i>Literacy</i>, DOI: 10.1111/lit.12172</p>	
October 25	<p>Supervision and Coaching Cycle</p> <ul style="list-style-type: none"> • What are the key principles undergirding effective supervision and coaching? • What are the roles of supervision and coaching in boundary spanning teacher education? <p>(Guest Speaker – Courtney Baker)</p>	<p>Reading instructions specified on Blackboard.</p> <p>Sergiovanni, T. J., Starratt, R. J., & Cho, V. (2013). <i>Supervision: A Redefinition</i>. New York, NY: McGraw-Hill.</p> <p>Glickman, C. D. , Gordon, S. P., Ross-Gordon, J. M. (2018). <i>SuperVision and instructional leadership: A developmental approach</i> (10th ed). Pearson.</p> <p>Instructional Coaching Literature Review</p>	<p>Discussion Co-Facilitation 5</p> <p>Critical Connection and Reflection 3</p>
November 1	No Class Meeting - Practice-Based Experience Exploratory Work		Practice-Based Experience Exploratory Work
November 8	No Class Meeting - Practice-Based Experience Exploratory Work		Practice-Based Experience Exploratory Work
November 15	<p>Supervision and Coaching Cycle</p> <ul style="list-style-type: none"> • What are the key principles undergirding effective supervision and coaching? • What are the roles of supervision and coaching in boundary spanning teacher education? <p>(Guest Speaker – Patty Salerno)</p>	<p>DeWitt, P. (2019). Which coaching is best for you? <i>Education Week</i>. Retrieved from https://blogs.edweek.org/edweek/finding_common_ground/2017/01/which_coaching_is_best_for_you.html?print=1</p> <p>Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. <i>Journal of Educational & Psychological Consultation</i>, 19(2), 150–175.</p> <p>SELECT ONE:</p> <p>Gelfuso, A. & Dennis, D. V. (2017) Video as text of teaching: Toward more deliberate literacy field experience supervision. <i>The Teacher Educator</i>, 52(1), 57-74.</p> <p>Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. <i>Teacher Development</i>, 18(3), 403–</p>	<p>Discussion Co-Facilitation 6</p> <p>Practice-Based Experience Exploratory Work</p>

		417. https://doi-org.mutex.gmu.edu/10.1080/13664530.2014.938106	
November 22	Clinical Turn and Impact on Teacher Education <ul style="list-style-type: none"> How has the clinical turn impacted teacher education? 	<p>Yendol-Hoppey, D. & Franco, Y. (2014). In search of signature pedagogy for PDS teacher education: A review of articles published in school-university partnerships. <i>School University Partnerships</i>, 7(1), 17-34.</p> <p>McMahon, M., Forde, C., & Dickson, B. (2015). Reshaping teacher education through the professional continuum. <i>Educational Review</i>. 67(2), 158-178.</p> <p>Ball, D. L., & Forzani, F. (2009). <u>The work of teaching and the challenge for teacher education</u>. <i>Journal of Teacher Education</i>, 60(5), 497–511. doi: 10.1177/0022487109348479.</p>	<p>Practice-based clinical experience presentations</p> <p>Sign up for Final Project conferences</p>
November 29	Final Project Conferences		
December 6	Exploring Possibilities and Examining Exemplars of Working in Schools (Guest Speakers – Audra Parker & Danielle Dennis)	<p>Darling-Hammond, L. (2020). Accountability in teacher education. <i>Action in Teacher Education</i>, 42(1), 60-71. https://doi.org/10.1080/01626620.2019.1704464</p> <p>Yendol-Hoppey, D. & Hoppey, D. (2013). Generating PDS possibilities and practicality thinking using a case protocol tool to enhance PDS development. <i>School University Partnerships</i>, (6)1, 59-75.</p> <p>OPTIONAL:</p> <p>Dresden, J., Thompson, K. F., Baker, M. A., Nylin, A. S., Sinha, K. (2019). The pattern emerges: Novice teacher educators learn from complexity. In Hoppey, D. Y., Dana, N. F., & Hoppey, D. (Eds) (49-72). <i>Preparing the next generation of teacher educators for clinical practice</i>. Charlotte, NC: Information Age Publishing.</p> <p>Helfrich, S. R., Hartman, S. L., & Sisson, L. I. M. (2019). From teacher candidate to teacher educator—what it means to “grow up” in a professional development school. In Hoppey, D. Y., Dana, N. F., & Hoppey, D. (Eds) (141-164). <i>Preparing the next generation of teacher educators for clinical practice</i>. Charlotte, NC: Information Age Publishing.</p>	Final Project

Rubric: Final Project (35 points)

- Using your specific interests as they relate to working in boundary spanning roles, choose a final project format (e.g., a review of the literature, a research proposal format or a goal statement) that: 1) furthers your interest, 2) connects to the overarching tenets of the course, and 3) benefits your professional development trajectory. You should meet with the instructor to make the best selection of project type.
- Write a brief proposal (max 500 words) that describes your intended final outcome. This will be collected early in the semester to make sure you are off to a solid start. It should include
 - i. Overview
 - ii. Relevance to the field
 - iii. Proposed project
 - iv. Timeline
 - v. Initial Resources
- Your final project should demonstrate both your broad understanding of the body of knowledge as it relates to working in schools in boundary spanning roles and your specific understanding of application of this knowledge to your field of interest. Your final project will be evaluated based on your ability to ground your discussion in the body of literature. You are encouraged to use any course content that might lend strength to your position. In addition, you are expected to expand on this foundational knowledge in your specific field of interest.
 - i. If you choose the research proposal option, your final project should include an introduction, a literature review (minimum 10 sources with at least 7 being research articles), and proposed methodology.
 - ii. If you choose the literature review option, your final project should include an introduction and a synthesis of the literature related to your area of interest (minimum 15 resources with at least 10 being research articles).
 - iii. If you choose the goal statement option, your final project should include an introduction, relevance of course content to future work in PhD program, and application of literature related to your area of interest (minimum of 10 sources with at least 7 being research articles).

	Accomplished	Developing	Unsatisfactory
Proposal	Thorough description that includes overview, relevance, project proposal, timeline, and initial relevant sources	General description that includes most but not all of the following: overview, relevance, project proposal, timeline, and initial relevant sources	Minimal description that is limited or missing many of the following: overview, relevance, project proposal, timeline, and initial relevant sources
Annotated Bibliography	5+ resources identified	3+ resources identified	No resources
	Accomplished	Developing	Unsatisfactory
Introduction	Thorough, contextualized	General description of the topic/problem and its	Minimal description of the topic; introduction is

	description of the topic/problem and its significance to the field	significance to the field, but limited in its connection to the literature	based broad assertions and is not contextualized in the literature
Grounding Work in the Literature	Discussion of topic thoroughly grounded and tightly connected to the seminal research. Transitions from one theme to the next are clear.	Discussion of topic generally grounded in the research. Literature is reported in a linear fashion with limited connections across studies	Discussion of topic minimally grounded in the research. Literature review does not provide clarity to the reader about the argument for the study.
Proposed Methodology (if applicable)	The methods are consistent with previous research and /or are appropriate for the proposed study. Potential instruments are provided. Significance of proposed study is fully discussed.	The methods are consistent with previous research and significance of study is addressed	The methods are inconsistent with previous research and significance of study is not addressed.
Writing style, APA, mechanics	Few errors are evidently. APA guidelines are followed. Writing is clear and logical.	Some errors in APA and writing conventions. Writing is inconsistent with some issues with flow and organization.	The writing lacks clarity and a convincing argument. Numerous errors in writing conventions and APA.

Academic Research Article Review

For your final project, you should identify 10 academic research resources for use in the literature review and to provide ideas for the research methods section. Use the table below to help you create an APA style reference list of your articles and to analyze at three references. As you examine the literature, look for emergent themes—these will be useful for organizing your literature review. Identify these themes after you complete the table.

	1	2	3
Article Reference (APA) <i>also create a separate list of your</i>			
Nature of the problem			
Subjects/Participants			
Data Collection Methods <i>(what data did the researchers collect)</i>			
Data Analysis Methods <i>(what did the researchers do to analyze the data)</i>			
Findings of the research <i>(what did the researchers find from their analysis of data)</i>			
Conclusions, recommendations and/or implications for practice			

Literature Synthesis Chart

You are NOT required to use the chart below for all of your resources, but you may find it a useful step as you organize your literature. Use this with three required sources you will share with your draft literature review. Remember that you want your literature review to be a synthesis of the ideas (findings, recommendations), not a summary of the articles. This chart may help you synthesize—pull together similar ideas from different articles to be discussed.

Themes <i>(Headings for lit review)</i>	Reference 1:	Reference 2:	Reference 3: