

**EDUC 772: POLICY CONTEXTS OF TEACHING AND TEACHER EDUCATION
Winter 2015**

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Class meetings:

Room 2310 Wednesdays
School of Education 1:00 – 4:00 p.m.

Exceptions:

No class: Wednesday, March 4, 2015
Wednesday, April 15, 2015

CTools site:

EDUC 772 001 W15

Class email list:

educ772@ctools.umich.edu

We will use email extensively to communicate with you; we encourage you to do the same with us, and with others in the class. Please check your email regularly. We also ask that you write to both of us when you write about the course.

To make the management of class files easier and more reliable, please title class documents with a standard label, i.e.: <paperdraft1_lastname.docx>, <assign1_lastname.docx>, or <midterm_lastname.docx>.

Course Focus and Learning Goals

EDUC 772, Policy Contexts of Teaching and Teacher Education, is a core course for doctoral students specializing in the study and practice of teaching and teacher education. It is also appropriate for graduate students in other areas of emphasis whose work takes them into the arena of instructional improvement, professional development, curriculum, and policies about teachers.

The purpose of this course is to investigate and consider the relations of policy and practice with respect to teaching and teacher education. We seek to not only understand these relations as they *are*, but also how they have come to be and what they *could* be. To do so, we will use an historical perspective to take stock of the current fragmented environment in which U.S. education takes place, and the highly individualized and local nature of practice.

Three questions frame our work this term:

1. How might we prepare skillful beginning teachers and support responsible beginning teaching?
2. How might we build and sustain a diverse teaching force?
3. How might policies be designed to support building and sustaining a skillful diverse teaching force?

In order to orient our work on these three questions, we will begin by considering two foundational issues:

- What is the work of teaching?
- What is the work of preparing teachers?

We will also take opportunities throughout the term to consider how aspects of the past have shaped the present context. For example, the persistent need for lots of teachers, even from the inception of common schooling, explains why there has been such a low bar for entry. Another example is how the desegregation of schools following Brown vs. Board of Education dramatically reduced the number of teachers of color and reduced diversity in the teaching force.

The questions around which we have organized the semester are fundamental to the study and improvement of teaching practice. How you answer them shapes, explicitly and implicitly, how you frame the problem, what you take into account as evidence, and how you think the problem might be solved. And this is of course true for the authors whose ideas we will encounter. If, for example, one thinks that teaching is learned primarily through experience, and that academic success is necessary for effective practice, then policies that control the selection, evaluation, rewards, and dismissal of teachers are primary. If, instead, one thinks that teaching is a complex skill that can be trained, policies that center on training and licensure would be important. If the lack of a common school curriculum is seen as a principal gap, then efforts to develop shared goals, materials, and assessments, would provide the crucial foundation for improved practice.

Moreover, the issues on which we will work are situated within the larger context of educational inequality. If we think that, in a society as unequal as the U.S., there are severe limits on what teachers and schools can do to increase educational opportunities for disadvantaged learners, to enhance social mobility, to reduce bigotry, then policies about teachers and teaching would be of less importance. These questions are fundamental to any consideration of the relations of policy and practice with respect to instruction, its development, practice, and outcomes.

The issues we will take up are timely. American educators have, for almost three decades, been working in an unprecedented period of school reform. Widely accepted assumptions—such as the impossibility of intellectually ambitious schoolwork in an anti-intellectual society, or the lack of any significant national role in schooling—have been re-opened. Policymakers and educators have taken significant steps to raise the intellectual challenge of academic work, and education has become one of the two or three top issues in state and national politics. Initiatives such as No Child Left Behind, teacher evaluation tied to student achievement gains, the rapidly expanding number of pathways into teaching, and the Common Core State Standards are all products of this heady time of policymaking around instruction. The persistent pressure for reform is premised on the notion that schools and teachers could and should be much more effective. Unlike previous waves of reform, contemporary efforts have raised questions about a set of issues often left untouched, including the nature, role, and effectiveness of professional education, and the relations between schools and their environments. Instead of assuming that improvement can be realized by simple, single steps, like better curriculum, there is a growing sense among reformers that they must deal with the complex relationships among key elements of schooling, such as curriculum, teachers, students, school organization, and professional education. Never before have teachers and teaching been so central to the discourse about educational improvement.

Building upon the premise that schools and teachers could and should be much more effective, in this course we will specifically investigate policy reforms focused on improvement via three areas: pathways into the teaching profession, teacher recruitment and retention, and teacher evaluation and assessment. These are not the only policy contexts that influence teaching and teacher education; however, these are currently three areas that have both historically and currently been the focus of much attention.

This preface suggests that we will venture into difficult territory in this course. There are no settled answers to the issues we propose to address; ours is a time of extraordinary hope but also appreciable uncertainty. But this is the territory in which members of the class will work, at least for the foreseeable future. We will explore the issues above to develop workable provisional answers, and will consider how the issues may be further explored in subsequent professional education.

In addition to these specific substantive goals, the course is designed to help you cultivate practices and stances important for disciplined scholarly and professional work. These include how you think, analyze, argue, and write, how you keep track of your ideas as well as others' and ours, and how you use texts, discussions, interactions, people, and experiences, to help yourself develop. This course is designed to focus explicitly on methods and forms of thought and expression—particularly methods of interpretation, analysis, and argument, as well as approaches to reading and forms of writing—that are fundamental to good scholarship as well as skillful practice.

The nature of the course work will involve interpreting and analyzing texts, observations, experiences, and other materials, framing and revising questions, making conjectures, and testing alternative assertions. All this involves taking new intellectual risks, and developing a culture in which that is valued, encouraged, and supported is part of our collective work. Further, each of you comes to this class with different experiences, interests, perspectives, and expertise. The opportunity to have your ideas questioned and challenged is crucial to doing good work. Who we are and what we bring to the class can be resources for the course, if we learn to make use of them, and of one another.

The course itself is also a case of teaching and learning, which can become one more resource for our inquiry. Collectively, we can examine and analyze what each of us—as teachers and students—does as we construct the curriculum, discourse, relations, and culture of the class. Doing that requires attention to practices of teaching and learning, and making that attention part of the course work.

Reading

We will read a wide variety of texts, including empirical and conceptual work about teaching and teacher education; articles in the public media; reports of commissions and panels; writing about other professions and practices; and even dictionaries. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both evolving scholarship on a subject and one's own development as a scholar.

The following sets of questions offer a framework for reading generously and critically:

1. *What is the author trying to say?*
What are the principal and subsidiary arguments or theses? What are the important conceptual terms? What does the author seem to assume? What sorts of evidence and methods are used? Can you identify specific passages that support your interpretation? Are there other passages that either contradict or appear less consistent with your understanding? What are the strengths and weaknesses of the author's argument? Can you make sense of, or account for, these differences?
2. *How has the author constructed the text?*
What is the logic of the text's structure? What clues can you get from the text's structure? Does the organization give you insights into the argument? Are there patterns in the author's presentation that help you to locate and understand the most valuable material? What can you do to concentrate your attention to and interrogation of the text? How does the author treat the words and concepts central to the work? How does the author structure the argument? How does the author use language to distinguish the author's argument from others'?
3. *What is the author's purpose?*
Why was this work written? To whom was the author speaking and why? What can you know or infer about the author's motivation?
4. *What is the relationship between the author's assumptions and ideas and your own understanding?*
How might your response to the work be affected by your values, beliefs, and commitments? Can you read and make sense of the work on its own terms? How does the author's treatment of a particular concept or word interact with yours?
5. *How do the author's arguments fit within various communities of discourse?*
How is a piece of work connected to the efforts of others dedicated to similar purposes? In what community or communities does the author locate him or herself?

Discussion

Creating thoughtful arguments requires making conjectures and offering justification for them. Sometimes justification comes from the texts—specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. And sometimes arguments are more empirically-based, grounded in data.

Because the course will be run as a seminar, your participation in discussions is important not only for your own learning but also for others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to the discussions. Preparing the readings and coming to class with questions, insights, and issues are crucial to making the course work; we rely on everyone's contributions and participation. Building the culture of the class so that genuine inquiry is possible will take all of our efforts to make the seminar a context in which in which people communicate and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued. Because we will investigate a complex topic, we will need to try out ideas that are only partially developed. Doing so is an important part of developing the capacity to think in disciplined way. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. How we listen to others' reactions to our ideas, accommodate critique and questions, change our minds and revise at some times, and reinforce our analyses at others—all of these things will affect the intellectual culture of the class.

We therefore will need to work attentively on norms for the class. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor—all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. One part of exploring an idea or an argument is to attend closely to it to understand its logic, intention, meaning. Listening generously, assuming that ideas and claims are made for good reasons, is crucial to thinking well. Another part is to be skeptical, to consider what is missing or

logically flawed. Using both—generosity and skepticism—contributes to careful unpacking of ideas and to good thinking.

Making records

One's ability to profit from conversations, reading, listening, and just musing depends on figuring out useful ways to keep track of one's ideas, thinking, and questions. Sometimes one is trying to get clearer about a concept or develop an argument. Across conversations or readings, there can be many opportunities where one finds oneself thinking but too often without any good system for keeping track.

In courses, too, a great deal can whiz by in class discussions; reading often precipitates an overflow of thoughts and ideas not yet processed. In discussions, sometimes a group can lose track of important points, or develop only one aspect of an idea. Potential connections are lost because we forget an earlier point. To enable closer consideration of the "text" we produce as we work in class, we will make collective public records of our discussions, texts to which we can all refer, and that we can modify and extend as we continue to work.

This term would be a good opportunity to develop some new ways of making records of your own thinking and learning, both independently and with and from others in our class. We will share some ways we use for making records, and also encourage you to experiment and to share what you do with others.

Writing

Writing is a fourth important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. Writing plays a central role in graduate work, and in educational scholarship and practice. It is an important part of learning to participate in a community of educational scholars and practitioners who have a specialized discourse. The course will provide occasions to focus on and develop these new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

Course Requirements

The requirements for EDUC 772 have been developed deliberately to support your learning of key practices of scholarly work. The writing assignments are of different types and "depths" to help you develop discipline, fluency, care, and skill as a writer.

1. Developing your thinking about a key question: Due: Ongoing, weekly, across the semester

Coursework in graduate school should provide opportunities for you to develop your own ideas and ways of reasoning. We expect you to work on an idea or a question that is of interest to you, and to use explicitly the perspectives we examine and analyze, the methods we develop, and the texts and other artifacts that we read. To support this, we will ask you to identify a question, problem, or idea that is important to you, and then to use the work we do in class to keep updating, developing, and even revising it. Following your first writing about your idea (due January 14), you will alternately write about your idea and how it is evolving (substance), and about what you are doing to develop it (method). In other words, for January 21, you will write about what you have done and how you have used our work to develop your thinking, and for January 28, you will revise, extend, or better articulate your idea or question. We will provide comments and suggestions for developing your idea or pursue your problem, and the ways you are using the course material and meetings to grow it. There are different sorts of questions that students in our class may have, and there are similarly, different methods for working on them. Our goal is to support explicitly the development of your own thinking and the ways in which you see and use the course to do so.

2. Midterm exam: Due February 25

The midterm exam will be distributed on February 18 and due on February 25. It will be a take-home assignment, designed to be written in a few hours like an exam, but with a four-day window in which to complete it. The midterm will focus on the ideas and methods of analysis that we will have worked on in the first half of the course.

Whereas the course project will involve you over a few weeks in designing, practicing, and delivering a short talk, the midterm bounds your work to a short period. Both these kinds of work are common to the demands and expectations of academic and practical policy work.

3. Course project: Due April 1 and 8

The course project, on which you will begin working in early March and complete by the end of April, will require you to prepare a TED-style talk (<https://www.youtube.com/user/TEDtalksDirector>). You will prepare a talk of no more than **10 minutes** on a key topic or idea that you have been thinking about and learning about across the semester. Across two sessions in late April, we will listen to one another's talks. We might also invite a selected audience to hear the ideas that our class members have been developing with respect to policy and skillful teaching.

Grading and Evaluation

Your grade for this course will be based on the following distribution:

Developing your own thinking using our course	35%
Midterm exam	30%
Course project	35%

A few comments about evaluation in graduate work: We want your experiences in this course to contribute to your growing capacity to do excellent work. To support that, we will comment on your writing, offer suggestions, and encourage you to refine your ideas in a variety of ways and using different resources to do so. Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work. A C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective.

You can use your work in this course, with one another and with us, to help you to improve your sense of what good work consists of, and how to produce it. This includes writing good sentences and paragraphs, using words carefully, treating ideas with discipline and respect. We will strive to make these standards as concrete as possible, and to make visible strategies for achieving them. As you develop your sensibilities, you will be able to do more and more as your own critic and editor.

One obvious reason to take writing seriously is that your career as a graduate student depends on it. Whether you are a master's student or a doctoral student, you will not be able to earn your degree unless you can write good papers, exams, and theses. We think of writing as a tool in learning and teaching. Providing scaffolding for your work, and direct and focused feedback on what you produce, are concrete ways to help you develop skills and sensibilities, and to be successful in the program.

A second, and perhaps even more important, reason to take your work seriously is that you intend to work as a professional in a field in which the overarching objective is helping students to learn, including learning to write. Moreover, improving the quality of the educational enterprise depends on communication among educators and with many publics. Good writing is unfortunately not something at which most professionals in public education have excelled. Current educational debate, like U.S. educational history and much teaching and writing in schools of education, is littered with jargon-filled, clumsy, and obscure writing. Some of the problems are technical or literary: incorrect grammar, a passion for the passive voice, and needless words. Many other problems are intellectual: arguments that wander, implausible assumptions, paragraphs that do not cohere, and a failure to consider other views respectfully. Professionals who communicate in such ways are in no position to help students learn to write, to help teachers learn to teach them to write, or to communicate well with the publics on which public education depends.

Please bear in mind that our comments are directed towards particular things you have produced, not about you. Improving your work is a joint endeavor, composed of what we can each offer you by way of help and feedback, and how you use our guidance and that of your classmates.

COURSE OUTLINE

Reading and writing assignments are listed with the class for which they are due.

Date	Focus	Reading	Writing
Part I: Foundations			
Jan. 7	<p>Introductions to the course and to one another</p> <p>Overview of course scope, purposes, and work; guiding orientations to and norms for our work together</p>	<p>Proposed Federal regulations re teacher preparation: https://www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues</p> <p>There is also an overview that might help orient you: http://www.ed.gov/teacherprep</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What problem(s) are the authors of these proposed regulations seeking to address? What is their evidence? 2. What levers are they using to affect teacher preparation? 3. What problem(s) might be exacerbated or created if these rules were implemented? 	<ol style="list-style-type: none"> 1. Notes from your skimming of the proposed regulations, for discussion in class. 2. Notes about the question or problem that you want to use this course to learn more about. (See syllabus, "Developing your thinking about a key question.") <p>Prompt: What problem, question, or issue is at the forefront of your thinking about policy contexts and teacher education?</p>
Jan. 14	<ol style="list-style-type: none"> 1. How did the rise of common schools shape the development of teaching and teachers' training? 2. How did teacher education develop in the U.S. across the 20th century? Interactions among who was advancing it, who participated in it, and the curriculum of professional training 	<ul style="list-style-type: none"> • Herbst, J. (1989). Public schools and teacher education; The Massachusetts Normal School. • Lortie, D. C. (1975). The hand of history. (Chap. 1, <i>Schoolteacher</i>) <hr/> <ul style="list-style-type: none"> • Parker, F. (1902/1975). An account of the work of the Cook County and Chicago Normal School from 1883 to 1899 • Powell, A. (1976). University schools of education in the twentieth century. • Sedlak & Schlossinger (1986). Who will teach? <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What decisions were made during the common school era that have crucial bearing on the contemporary policy contexts of teaching and teacher education? 2. How did the institutional arrangements of teacher education interact with who did it and what it was about? 3. Across this period, what problems were created and/or solved, and how? 	<ol style="list-style-type: none"> 1. Notes on the questions related to the readings. 2. First draft of your question (submit to Dropbox on CTools before class)

Jan. 21	<p>1. (<i>continued</i>) How did teacher education develop in the U.S. across the 20th century? Interactions among who was advancing it, who participated in it, and the curriculum of professional training</p> <p>2. Preparing for Professor Leslie Fenwick's visit</p>	<ul style="list-style-type: none"> • Borrowman, M. (1956). The liberal and the technical in teacher education: A historical survey of American thought. (pp. 2–7). Westport, CT: Greenwood Press • Feiman-Nemser, S. (1990/1996/2012) Teacher preparation: Structural and conceptual alternatives. In <i>Teachers as learners</i>. (Chap. 2, pp. 55–104). Cambridge, MA: Harvard Education Press. • Fultz, M. (2004). The displacement of Black educators post-Brown: An overview and analysis. <i>History of Education Quarterly</i>, 44(1), 11–45. • 2013 DuBois lecture https://www.youtube.com/watch?v=aKuKwUy8fOo <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How did the organization and institutional context(s) of teacher education evolve across the 20th century? 2. What seem to have been some of the consequences for (a) the curriculum (b) who became teachers (c) discourses about teacher preparation? 	<ol style="list-style-type: none"> 1. Notes on the questions related to the readings. 2. First entry about how you are using the readings and class discussions, ways of keeping track or recording, to make progress on your question. Include two concrete examples of what you have been trying and an appraisal of how this is going. What questions do you have about how to work on this? 3. What would you like to focus on learning from the opportunity to meet with and listen to Professor Fenwick?
Jan. 22	SPECIAL (optional)	<p>Professor Leslie Fenwick's visit</p> <ol style="list-style-type: none"> 1. Lunch with Professor Fenwick, Brownlee Room (lunch provided) 3. TeachingWorks seminar, 4:10–6:00 p.m., Prechter (http://www.teachingworks.org/training/seminar-series/event/detail/january-2015-seminar-program-level-efforts) 	<p>Leslie Fenwick, dean of Howard University's School of Education), will be visiting to be one of the presenters on the TeachingWorks seminar today. The topic is how programs learn about their impact on the teachers they prepare. We have created a special opportunity for our class to meet with her, in addition to hearing her and Dean Karen Gallagher (University of Southern California) at the seminar later in the afternoon.</p>

Part II: Pathways to Teaching

Jan. 28	1. Introduction to "pathways" into teaching in the contemporary context	<ul style="list-style-type: none"> • <i>Evaluation of teacher preparation programs: purposes, methods, and policy options</i> http://www.naeducation.org/cs/groups/naedsite/documents/webpage/naed_085581.pdf (NAEd report) • Boyd, Grossman, Lankford, Loeb, Mitchell, & Wyckoff (2006). <i>Complex by design: Investigating pathways into teaching in New York City schools.</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What do we know about characteristics of pathways into teaching that seem to influence program quality? 2. What are the necessary considerations when examining pathways into teaching? 3. What are the recommendations moving forward as to how to evaluate the quality of different pathways into teaching? 	<ol style="list-style-type: none"> 1. Notes on what you learned from Professor Leslie Fenwick's visit 2. Second draft of your question/problem, taking readings and class discussions into account
Feb. 4	<ol style="list-style-type: none"> 1. What is known about the impact of different teacher education pathways on initial teaching? 2. What is meant by "impact" and in what different ways are claims about it made? 	<ul style="list-style-type: none"> • Papay, West, Fullerton, & Kane (2012). Does an urban teacher residency increase student achievement? Early evidence from Boston. <i>Educational Evaluation and Policy Analysis</i>, 34, 413–434 • Penner, E. (2013). <i>Teaching for All? Teach For America's effects on the distribution of student achievement.</i> • Solomon, J. (2009). The Boston teacher residency: District-based teacher education. <i>Journal of Teacher Education</i>, 60(5), 478–488. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What are the conceptual and structural differences across pathways? What assumptions are evident in these differences? 2. What complicates how we can understand the impact of various pathways into teaching? 	<ol style="list-style-type: none"> 1. Notes on the questions related to the readings. 2. Second entry about how you are using the readings and class discussions, ways of keeping track or recording, to make progress on your question. Include two concrete examples of what you have been trying and an appraisal of how this is going. What questions do you have about how to work on this?

Part III: Recruitment and Retention

Feb. 11	<ol style="list-style-type: none"> 1. What are the factors influencing teacher recruitment and retention? What are ways the field is investigating to increase either? 2. Why should we communicate to lay audiences? How to best frame our work as to be accessible to a range of people? 3. What criteria can we glean from others' talks to inform our work on presenting our own ideas? 	<ul style="list-style-type: none"> • Auguste, et. al: (2010). <i>Executive summary: Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching.</i> (a McKinsey report) • Guarino, C. M., Santibanez, L., Daley, G. A., & Brewer, D. J. (2004). <i>A review of the research literature on teacher recruitment and retention.</i> • Ingersoll, Richard. (2012). http://www.ewa.org/find/results/post_type%3A106?page=8 • Eagleman, D. M. (2013). Why public dissemination of science matters: A manifesto. <i>The Journal of Neuroscience</i>, 33(30), 12147-12149. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What have been and are currently the policy levers around teacher recruitment and retention? 2. What is meant by a "top third" strategy and what are the arguments in favor of and opposed to this strategy? 3. There are several narratives about teaching and teacher education in the public sphere. What should be the role of teacher education programs in the public discourse? 4. What are some of the key features of effective talks? 	<ol style="list-style-type: none"> 1. Third draft of questions, adding in conceptual frame 2. What would you like to focus on learning from the opportunity to meet with and listen to Travis Bristol? <hr/> <ol style="list-style-type: none"> 3. Consider criteria for a compelling TED talk. How can your log inform your TED talk?
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Feb.18	What are ways that could increase the diversity of the profession?	<p>Guest speaker: Travis Bristol (Stanford University, formerly of Boston Teacher Residency)</p> <ul style="list-style-type: none"> • <i>Optional to prepare for our guest, listen to a radio interview with Dr. Bristol:</i> http://radioboston.wbur.org/2014/07/10/black-male-teachers-in-boston • Irvine J. J., & Fenwick L. T. (2009). <i>Teachers and teaching for the new millennium: The role of HBCUs</i>. Washington, D.C.: U.S. Department of Education. http://www.sanders.senate.gov/imo/media/doc/TeacherandTeachingfortheNewMillennium.TheRoleofHBCUs.pdf • White House Initiative on Educational Excellence for Hispanics. <i>Hispanic teacher recruitment: Increasing the number of Hispanic teachers</i>. <p>And a differentiated reading assignment in preparation for small group work on interventions to increase diversity:</p> <p><i>Last names beginning with A–K, read:</i></p> <ul style="list-style-type: none"> • Claeys, L., Riojas Clark, E., Bustos Flores, B., & Villarreal, A. (2007). Academy for teacher excellence: recruiting, preparing, and retaining Latino teachers through learning communities. <i>Teacher Education Quarterly</i>, 24, 53–69. <p><i>Last names beginning with L – Z, read:</i></p> <ul style="list-style-type: none"> • Bristol, T. (Submitted for publication). <i>Differentiating professional development for male teachers of color: The Boston Teacher Residency male educators of color network</i>. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How do the various factors highlighted in the readings seem to influence recruitment and retention? 2. What might be strategies to improve quality and diversity in the teaching force? What considerations are necessary for such policy? <p>** In the second half of class, we will be working in groups to consider policy alternatives and present a strategy to a school superintendent (enacted by our guest, Dr. Bristol). The readings, including the differentiated ones, will serve as resources for this activity, but we will also examine some policies in class.</p>	<ol style="list-style-type: none"> 1. Notes on the questions related to the readings. 2. Focus this entry on what you are considering for your TED talk. What questions do you have about how to work on this?
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Feb. 25	What would be involved in developing policies that could improve recruitment into teaching? What arguments need to be made and what are the challenges? Is retention an important goal, and if so, with what specifications?	<ul style="list-style-type: none"> Goldhaber, D., & Cowan, J. (2014). Excavating the teacher pipeline: Teacher preparation programs and teacher attrition. <i>Journal of Teacher Education</i>, 65(5), 449–462. Grossman, P. (2012). We need experienced teachers. <i>Huffington Post</i>, April 23, 2012. http://www.huffingtonpost.com/pam-grossman/experienced-teachers_b_1442123.html <p><i>Read one of the following:</i></p> <ul style="list-style-type: none"> Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. <i>American Educational Research Journal</i>, 48(2), 303–333 Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2011). The role of teacher quality in retention and hiring: Using applications to transfer to uncover preferences of teachers and schools. <i>Journal of Policy Analysis and Management</i>, 30(1), 88–110. <p><u>Questions:</u></p> <ul style="list-style-type: none"> What is the role of teacher preparation in recruitment and retention of skillful teachers? What should be the principal goals of recruitment? How important is retention as a goal? What arguments could be made for specific approaches to recruitment? 	Midterm exam due
Mar. 4	NO CLASS — SPRING BREAK		
Mar. 11		View three of the talks posted in our library. Identify key features that contribute to their effectiveness or lack of effectiveness.	<ol style="list-style-type: none"> Notes on the questions related to the readings. (to submit) Next log entry on how you have been using the class activities and readings to develop your thinking about your question. Revised topic for your TED talk. Draft and bring to class possible criteria for evaluating effective talks.

Part IV: Evaluation and Assessment

<p>Mar. 18</p>	<p>What are the issues surrounding "teacher" evaluation?</p> <p>What do policymakers seek to accomplish through educator evaluation? What are the opportunities, and what are the risks?</p>	<ul style="list-style-type: none"> • Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein (2011). <i>Getting teacher evaluation right: A background paper for policy makers</i>. Research Briefing. 1–14. • Gargani, J., & Strong, M. (2014). Can we identify a successful teacher better, faster, and cheaper? Evidence for innovating teacher observation systems. <i>Journal of Teacher Education</i>, 65(5), 389–401 • Hanuskek. E. (2011, Summer). Valuing teachers. <i>Education Next</i>. 41–45. • State of Michigan House Bill 4627, April 2011. • Michigan Council for Educator Effectiveness (http://www.mcede.org/). Look through website, and download and read Executive Summary. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What are the reasons for evaluating teachers? What is the difference between evaluating <i>teachers</i> and <i>teaching</i>? 2. What are the key foci of approaches to teacher evaluation? What are the attendant key problems? 	<ol style="list-style-type: none"> 1. (to submit) Outline for your TED talk 2. Notes on readings
<p>Mar. 25</p>	<ol style="list-style-type: none"> 1. What are ways to support professional observation teaching? 2. What do various tools tell us about teaching? 	<ul style="list-style-type: none"> • <i>Feedback for better teaching: Nine principles for using measures of effective teaching</i>. Seattle, WA: Bill and Melinda Gates Foundation. http://www.metproject.org/downloads/MET_Feedback%20for%20Better%20Teaching_Principles%20Paper.pdf • Article from <i>Boston Globe</i>. Vaznis, J. (April 24, 2013) Union says teacher evaluation plan has racial bias. http://www.bostonglobe.com/metro/2013/04/23/boston-union-officials-black-and-hispanic-teachers-disproportionately-targeted-under-new-evaluation-system/LCghntHAh8zM2R8qPmYrzM/story.html <p><i>**We will have a conversation with Dr. Carol Johnson, former superintendent of Boston Public Schools.</i></p> <p>We will investigate two different observation protocols for observing teaching:</p> <ul style="list-style-type: none"> • Protocol for Language Arts Teaching Observation (PLATO) (http://platorubric.stanford.edu/) and • The Classroom Assessment Learning System (CLASS) (http://metproject.org/resources/CLASS_10_29_10.pdf). <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What role does/could observation of teaching play in the evaluation and development of quality teaching? 2. What are the affordances of each of the observation protocols? What are possible limitations or risks? 	<ol style="list-style-type: none"> 1. (to submit) Draft text for your TED talk. 2. Notes on the readings.

Apr. 1	TED Talks		
Apr. 8	TED Talks		
Apr. 15	Looking back	Coming out of our work together this term, we will look back across the term and weave the threads together of what we have been learning and talking about.	<ol style="list-style-type: none"> 1. Final log entry about your question. 2. Questions you are taking from this course.