

EDUC 772: POLICY CONTEXTS OF TEACHING AND TEACHER EDUCATION Winter 2017

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Class meetings:

Room 2334
School of Education

Tuesdays
1:00 – 4:00 p.m.

Exceptions:

No class: Tuesday, February, 28, 2017

We will regularly use email 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 instructors 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.: <proposal_lastname.docx>, <assign1_lastname.docx>, or <review_lastname.docx>. You will submit all assignments to our Canvas site.

COURSE POLICIES

Academic and Professional Integrity

It is expected that each member of the course will submit original work and will appropriately cite others' work referenced in assignment submissions. If you are unsure about how to correctly cite others, please ask. Please reference to the following website for U-M policies and procedures regarding academic and professional integrity: http://www.soe.umich.edu/file/academic_integrity/

Accommodations for Students with Disabilities: If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course—the assignments, the in-class activities, and the way the course is taught—may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. SSD contact information: 734-763-3000; <https://ssd.umich.edu/>

Classroom Community

In order to create community and spaces where people feel safe and supported to share their ideas and views and are open to hearing others, and where we seek to challenge and change patterns of marginalization and privilege, the following core principles are fundamental and expected:

- **Respect:** We must all respect and value the efforts, identities, capacities, and ideas that each person brings into the space.
- **Curiosity and openness:** We must all be open to alternative views, experiences, and perspectives, and curious to learn about and from one another.
- **Diversity:** We stand for the goals of diversity, equity, inclusion, and justice expressed in our school community's statement of institutional commitments: <http://www.soe.umich.edu/diversity/>. Acting on these commitments in our day-to-day work together means that we each must cultivate awareness of our own biases and perspectives. Actively advancing diversity, equity, inclusion, and justice requires that we are mindful of our ways of being, listening, talking. Being cognizant of own biases and perspectives and actively working to advance diversity, equity, inclusion, and justice will require each of us to critically interrogate the materials, ideas, structures, and contexts we examine, and the ways in which we examine them in our work together.



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 and teaching.

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 understand not only 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 high-quality 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 many 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 v. Board of Education* dramatically reduced the number of teachers of color and reduced diversity in the teaching force.

We will probe notions of “quality” carefully and consider different ways in which this term is used in our field and in the policy environment. To do this, we will delve seriously into why diversity is fundamental to quality in teaching, and will closely investigate what is entailed in the effort to build a diverse high-quality 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 taught, policies that center on preparation 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.

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 preparation. 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, your peers', and our ideas; 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 intellectual risk-taking 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 is 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 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 ways. How we listen to one another's ideas, assist with the formulation of an interpretation, and question or challenge ideas, 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—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 goal is to help you develop as a writer through a sequence of tasks that are commonly required of education scholars. We aim most of all to focus on helping you become more and more skillful at developing and expressing arguments. Toward that end, we will also work with you on how to use language clearly and unpretentiously, attune your writing to audience, and to refine your ideas and your drafts in response to feedback.

The major strand of work will be staged across the term. You will ultimately produce and present a coherent and accessibly written argument in the form of a paper that will be presented at a small conference that will bring together professionals in teacher education and policymakers concerned with teacher quality. Members of the press might attend the meeting as well and you will want your argument to be comprehensible and convincing to all of these different groups, from colleagues of yours, to people working in state and federal education agencies and think tanks, to journalists.

Your argument will focus within the problem space that we will be working on across the semester—that is, how to produce and support quality teaching across the range of contexts in the U.S. You will be expected to keep in focus the imperative to ensure a diverse profession and the practice crucial to educate the diverse population of young people in this country.

We will explicitly sequence and provide support and instruction relevant to your work on your argument across the term. First, you will prepare a proposal like the ones required for conferences. You will receive reviews on your proposal and will use the feedback as you develop the paper that is to be submitted before the conference. Finally, you will prepare a 12-minute presentation about your paper. Each of these parts of the work will be graded in its final form and we will provide details about the criteria for each one.

Across the term, we will also ask you to do small exercises or tasks that contribute to your learning for this main line of work. These, together with your engagement in our weekly class sessions, comprise the remaining 20% of your grade. Our discussions, activities, and opportunities to engage with leaders in the field will complement and draw on the reading. Class sessions will provide practice with ideas, skills of analysis and critique, listening, questioning, and encouraging the development of others' ideas. You are key resources for one another and we will design class sessions to take advantage of who is in the course.

GRADING AND EVALUATION

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

Proposal	25%
Paper	30%
Presentation	25%
Small assignments and in-class work	20%

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 SCHEDULE: READINGS AND ASSIGNMENTS

PLEASE NOTE: Reading and writing assignments are listed with the class for which they are due. Assignments will be specified separately, with details about the tasks involved and the evaluation criteria.

Date	Focus	Reading	Writing and major assignments
Part I: What is “quality” in teaching?			
Jan. 10	<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>Interrogating our understanding of teaching quality</p>	<p>Lee, C. D. (2007). The culture of everyday practices and their implications for learning in school (pp 1-30). In <i>Culture, literacy, and learning: Taking bloom in the midst of the whirlwind</i>. Teachers College Press.</p> <p>Investigate op ed columns by Pam Grossman and Nicholas Kristof.</p> <p>Video: Sax Cantor Riff Video: Mathematics lesson</p>	<p>1. Survey (due Monday 1/9)</p> <p>2. Notes on Lee reading</p>
Jan. 17	<p>Continued investigation of what is meant by teaching quality.</p> <p>What is the work of teaching toward quality?</p>	<p>Paley, V. G. (2009/1979). Foreword and Preface, and Sections 14–26. In <i>White Teacher</i>. Harvard University Press.</p> <p>Hull, G., & Rose, M. (1990). "This wooden shack place": The logic of an unconventional reading. <i>College Composition and Communication</i>, 41(3), 287–298.</p> <p>Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. <i>Theory into Practice</i>, 34(3), 159–165.</p>	
Jan. 24		<p>Rist, Ray. (1970/2000). Social class and teacher expectations: The self-fulfilling Prophecy in ghetto education. <i>Harvard Educational Review</i>, 70, 256–301.</p> <p>Grissom, J. and Redding, C. (2016) Discretion and disproportionality: explaining the underrepresentation of high-achieving students of color in gifted programs. <i>AERA Open</i>, Jan–March 2016, (Vol. 2), 1–25.</p>	
Jan. 31	Start work on proposals	<p>Anyon, J. (1981). Social class and school knowledge. <i>Curriculum Inquiry</i>, 11, 3–42.</p> <p>Milner, R. and Howard, T. (2004). Black teachers, Black students, Black communities, and Brown: Perspectives and insights from experts. <i>The Journal of Negro Education</i>, 73(3), Special issue: Brown v. Board of Education at 50 (Summer, 2004), 285–297.</p>	



Part II: How does recruitment influence teaching quality?

<p>Feb. 7</p>	<p>What are ways that could increase the diversity of the profession?</p> <p>How do the various factors highlighted in the readings seem to influence recruitment and retention?</p> <p>What might be strategies to improve quality and diversity in the teaching force? What considerations are necessary for such policy?</p> <p>Guest: Dr. Travis Bristol Guest: Dr. Carol Johnson</p>	<p>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</p> <p>White House Initiative on Educational Excellence for Hispanics (2014). <i>Hispanic teacher recruitment: Increasing the number of Hispanic teachers</i>.</p> <p>Ocasio, K. (2014). Nuestro Camino: A review of literature surrounding the Latino teacher pipeline. <i>Journal of Latinos and Education, 13</i>, 244–261.</p> <p><i>And a differentiated reading assignment in preparation for small group work on interventions to increase diversity:</i></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, 24</i>, 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>Feb. 14</p>	<p>What are the factors influencing teacher recruitment and retention? What are ways the field is investigating to increase either?</p> <p>A bit more on Conference proposals.</p>	<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) • 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, 30</i>(1), 88–110. • Goldhaber, D., & Cowan, J. (2014). Excavating the teacher pipeline: Teacher preparation programs and teacher attrition. <i>Journal of Teacher Education, 65</i>(5), 449–462. • Powell, A. G. (1976). University schools of education in the twentieth century. <i>Peabody Journal of Education, (54)</i>1, 3–20. 	



Part III: Pathways: How do different pathways into teaching influence teaching quality?			
Feb. 21	Introduction to “pathways” into teaching historically in the U.S. and in the contemporary context	<ul style="list-style-type: none"> Feuer, M., Floden, R., et al. Evaluation of teacher preparation programs: purposes, methods, and policy options Boyd, Grossman, Lankford, Loeb, Mitchell, & Wyckoff (2006). Complex by design: Investigating pathways into teaching in New York City schools. Current Federal regulations re teacher preparation: https://www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues <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 the federal 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? 4. What do we know about characteristics of pathways into teaching that seem to influence teaching quality? 5. What are the necessary considerations when examining pathways into teaching? 6. What are the recommendations moving forward as to how to evaluate the quality of different pathways into teaching? 	Conference proposal due
Feb. 28	NO CLASS — SPRING BREAK		
Mar. 7	<p>What is known about the impact of different teacher education pathways on initial teaching quality?</p> <p>What is meant by “impact” and in what different ways are claims about it made?</p> <p>What different forms of quality are implicitly emphasized in each pathway?</p>	<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? 	Peer review of proposal due

Part IV: Teacher preparation: What is the role of teacher preparation in teaching quality?			
Mar. 14	<p>Introduction to teaching quality in teacher preparation</p> <p>Guest: Dr. Julian Vasquez Heilig</p>	<ul style="list-style-type: none"> • 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. • Zeichner, K, and Tabachnik, T. (1981). Are the effects of university teacher education “washed out” by school experience? <i>Journal of Teacher Education</i>, 32 (3), 7–11. • Hoy, W. and Reese, R. (1977). The bureaucratic socialization of student teachers. <i>Journal of Teacher Education</i>, 28 (1), 23–26. • Heilig, J. V. and Jez, S. J. (2014, January). <i>Teach for America: A return to the evidence</i>. Boulder, CO: University of Colorado, National Education Policy Center. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What are some of the key challenges in making a curriculum of teacher education that is effective in preparing beginning teachers 2. What do these scholars identify as key problems in the effort to develop initial teacher education and how do their views bear on diversity and quality in teaching? 	
Mar. 21	<p>What is the curriculum and pedagogy of teacher preparation and how does it influence teaching quality?</p> <p>Workshopping draft conference papers</p>	<ul style="list-style-type: none"> • Wilson, S. M., Shulman, L. S., & Richert, A. (1987). 150 different ways of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), <i>Exploring teachers' thinking</i> (pp. 104–124). Sussex, England: Holt, Rinehart & Winston. • Alston, C.L. & Barker, L.M. (2014). Reading for teaching: What we notice when we look at literature. <i>English Journal</i>, 103(4), 62–67. • McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. <i>Review of Educational Research</i>, 70(1), 3–24. • Your colleague's draft conference paper: Please read and prepare to workshop the paper with your peer in class on Tuesday. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What perspectives do this week's authors have on the key knowledge and skills entailed by teaching? 2. How do their ideas bear on diversity and quality and teaching? 	<p>Please share your draft conference paper with your assigned colleague by Sunday evening, March 19.</p>

Mar. 28	<p>What are innovations in the curriculum and pedagogy of teacher preparation and how might these innovations influence teaching quality?</p> <p>Presenting: Talking, using Powerpoint effectively</p>	<ul style="list-style-type: none"> View presentation: Hollins, E. R. (2015, November). Presentation in the TeachingWorks Seminar Series. <i>Confronting the problem of coherence</i>. http://www.teachingworks.org/training/seminar-series/event/detail/november-2015-confronting-the-problem-of-coherence Winn, M. (2016). <i>Transforming justice, transforming teacher education</i>. Working Paper, TeachingWorks. Ann Arbor, MI: University of Michigan, TeachingWorks. McDonald, M., Kazemi, E., & Kavanagh, S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. <i>Journal of Teacher Education</i>, 64, 378–386. <p><u>Questions:</u></p> <ol style="list-style-type: none"> What do this week's authors see as the key problems that need to be addressed in improving the impact of teacher preparation? How do the different innovations described and proposed in this week's readings intersect or conflict? 	
Apr. 4	<p>Policy Conference Day 1: Advancing Diversity and Quality in Teaching and Teacher Education</p> <p>Tribute Room, School of Education)</p>	<p>Read papers in advance for this week's conference session, prepare questions you might ask</p> <p>Finalize your presentation if this is your week</p>	
Apr. 11	<p>Policy Conference Day 2: Advancing Diversity and Quality in Teaching and Teacher Education</p> <p>Tribute Room, School of Education</p>	<p>Read papers in advance for this week's conference session, prepare questions you might ask</p> <p>Finalize your presentation if this is your week</p>	
Course Conclusion			
Apr. 18	<p>Looking back</p>	<p>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.</p>	<p>Questions you are taking from this course.</p>

