

**EDEC/EDMS 8070**  
**Research and Perspectives on Teacher Education:**  
**Prekindergarten-Grade 8**  
**Fall, 2005**  
**The University of Georgia**

Wednesdays, 5-7:45 Room 601

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**Overview**

The purpose of this course is to explore research and multiple perspectives on teacher education for grades prekindergarten through 8. We will examine the history of research on teaching and teacher education, theoretical perspectives that serve as foundations for teacher education, and research about (a) initial preparation of teachers, (b) induction and mentoring, (c) standards-based teacher education and assessment of teaching and teacher education. In addition, we will analyze our own experiences as students and teachers in teacher education, using current research as a lens for interpreting those experiences. The learning outcomes for doctoral students enrolled in the course will include: (a) skills and understandings of the critical literature review process in research in education; (b) knowledge and understanding of the current findings in teacher education research and recommendations for future research; (c) knowledge and understanding of the implications of current research in teacher education for teacher education and induction program development. The following inquiry questions will guide our analysis of readings, discussions, and development of course assignments.

Questions to Serve as a Catalyst for Student Inquiry (and as a Topical Outline)

A. What are the assumptions, theories and debates about teaching and learning that have formed the foundation for teacher education historically and internationally? What are the current assumptions, theories and debates about teaching and learning that frame efforts to reform teacher education? How are these assumptions, theories and debates influenced by context (political, economic, social, geographic)? How have the gendered, classed and ethnic/racial nature of the teaching force and those who teach preservice teachers influenced these theories, assumptions and debates?

B. What does research tell us about efforts to diversify the teaching and teacher education workforce in terms of gender, ethnicity, race, class and language proficiency? What directions are indicated in the research for recruitment and retention of a more diverse teaching and teacher education workforce? What evidence is there in the research base in teacher education for more inclusive and more effective approaches for selection of teacher education students?

C. How have the components of teacher education (the liberal arts and “core” content knowledge, pedagogical courses, field experiences in community and school settings and student teaching) been conceptualized over time and in different geographic and cultural contexts? What

does current research say about how these components should be configured and the extent to which they prepare teacher education students to effectively teach a socioeconomically, ethnically, religiously and linguistically diverse group of prekindergarten to grade twelve students, as well as students with special needs, girls and boys, urban and rural students, gay and lesbian students, and immigrant students? What evidence do we have of how these components, separately and together, influence preservice teacher learning and teaching?

D. What does current research say about how the components of teacher education might form the foundation of a successful induction experience in teaching and frame a teacher's lifelong professional development? What does current research say about how the components of teacher education contribute to the development of a teacher who can make contributions as a member of a learning community in education and as a leader in teaching and community development?

E. What does the research say about the roles of liberal arts faculty, teacher education faculty, educators in the schools, families and community members, and students in the schools in teacher education? What does the research say about how these different players and stakeholders can effectively collaborate and be supported in their different roles? What does research say about the conflicts and challenges that ensue in the collaborative endeavor of teacher education that embraces such a complex set of players and stakeholders?

F. How has preservice teacher learning been assessed? What assumptions, theories and debates underlie the current push for new approaches to assessment in preservice teacher education and what is the evidence base for these new approaches? How does and could assessment in teacher education link to goals of developing teachers as effective evaluators of student learning, as lifelong learners and as leaders in teaching and community development?

G. How does and can policy at the national, state, local, university-level and in economic, social, educational and political realms influence the pool of applicants, the selection process, the curriculum and the practice of teacher education?

### **Specific Topics that May Be of Interest for In-depth Student Inquiry**

Teacher education curriculum in specific content areas (early childhood education, elementary education, middle school education, instructional technology, English/language arts, mathematics, science, social studies, physical education, workplace studies, special education)

Teacher education regarding classroom management and building classroom communities

Community-based field experiences

International perspectives on teacher education

Professional development schools

Conceptual cohesion in teacher education programs

Reflection in teacher education

Alternative certification

Rural teacher education

Creating collaborative, child- and family-centered education, health, and human service systems

Preparing teachers for linguistically and culturally diverse students

Self-study in teaching and teacher education

Case-based teacher education

Attitudes, beliefs, and dispositions in teacher education

Inquiry-based teacher education

The conceptual framework for educator preparation programs in the College of Education states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework>). The early childhood and middle school programs share that aspiration and seek to prepare exemplary and reflective teacher educators, researchers, and teachers of young and adolescent children by committing itself to the standards for early childhood and middle school education of the Georgia Professional Standards Commission (<http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>), the GSTEP Standards (<http://www.coe.uga.edu/gstep>) and the National Board of Professional Teaching Standards (NBPTS) [www.nbpts.org](http://www.nbpts.org).

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### Course Texts

Cochran-Smith, M., & Zeichner, K. M. (Eds.) (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: Lawrence Erlbaum.

Selected chapters and articles that will be posted on WebCT and others that will be compiled in a Beljean packet.

Assignments: A total of 100 points

1. Participation-Active participation in critical readings of course texts and class discussions. Facilitation of one class discussion and one guest introduction. **(10 points)**
2. A personal teacher education autobiography, using selected readings on the research in teacher education to interpret and contextualize your experience. **(30 points; Due November 9)**

3. Regular postings to WebCT of critical analyses of course readings and course discussions regarding the implications of the readings for either (a) interpreting your personal teacher education autobiography; (b) teacher education program development; or (c) research in teacher education. In addition, you will respond to one peer's critical analysis. **(20 points:** Due beginning August 31 and continuing until November 16. Only 5 postings and 5 responses due, so you may select chapters you want to write about, but are responsible for numbering and keeping track.)
  
4. Final Project, three options: (a) An extensive review of literature on a selected topic related to teacher education. (b) A final project directed at a specific audience, which will include an extensive review of the literature relevant to the project. Examples of final projects directed at specific audiences: Syllabus for a teacher education course or community or school field experience; proposal for research; proposal for conference presentation; book review; proposal for a component of teacher education, analysis of teacher education assessment data and implications; proposal for a symposium in the college, university or teacher education community. (c) A paper, including observational, interview, survey, assessment or student work data, accompanied by analysis and reflection, analyzing experiences as a teacher educator or inquiry with a teacher educator or teacher education student. This paper would include an extensive review of the literature relevant to the study. **(40 points; Due December 16)**

#### Assignment Summary

Participation	10 points
Teacher Education Autobiography	30 points
WebCt Postings	20 points
Final Project	<u>40 points</u>
TOTAL	100 points

#### Course Schedule

Aug. 24	Course overview/ Executive Summary of the AERA Panel on Research and Teacher Education/Initiation of inquiries
August 31	Carter, K., & Doyle, W. (1996). Personal narrative and life history in learning to teach. In J. Sikula (Ed). <i>Handbook of research in teacher education</i> . NY: Macmillan.
	<b>WebCt postings can begin (5 postings and responses due before November 16</b>
September 7	The AERA Panel on Research and Teacher Education: Context and Goals (37-68:31 pages)

- September 14 Manuscript from Dr. Amy Johnson
- September 21 Researching Teacher Education in Changing Times: Politics and Paradigms (69-110: 41 pages)  
Teacher's Characteristics: Research on the Demographic Profile (111-156: 45 pages)
- September 28 Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68, (2), 130-178.
- October 5 Teacher's Characteristics: Research on the Demographic Profile (111-156: 45 pages)
- October 12 Teacher's Characteristics: Research on the Indicators of Quality (157-260: 123 pages)
- October 19 Research on the Effects of Coursework in the Arts and Sciences and in the Foundations of Education (261-308: 47 pages)
- October 26 Research on Methods Courses and Field Experiences (309-424: 113 pages)
- November 2 Research on Pedagogical Approaches in Teacher Education (425-476: 51 pages)
- November 9 Research on Preparing Teachers for Diverse Populations (477-548: 71 pages)
- Personal Teacher Education Autobiography Due**
- November 16 Research on Preparing General Education Teachers to Work With Students with Disabilities (549-590: 41 pages)
- Dippo, D. (2005). Redefining community-urban university relations: A project for education faculties? *Teaching Education*, 16(2), 89-101.
- Warren, M. R. (2005). Communities and schools: A new view of urban education reform. *Harvard Education Review*, 75(2), 133-173.
- November 30 Research on Accountability Processes in Teacher Education (591-644: 53 pages) (NCATE Articles)
- December 7 Teacher Education Programs/A Research Agenda for Teacher Education (645-760: 115 pages)
- December 16 (Exam Day- to be negotiated- Project Presentations)  
**FINAL PROJECT DUE**

