



# EDUCATION & HUMAN DEVELOPMENT TEXAS A&M UNIVERSITY

## Teaching, Learning and Culture Department Course Syllabus

### EDCI 704: U.S. Teacher Education Fall 2019

**Instructor:** Cheryl J. Craig, Ph.D.  
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**Appointments:** Wednesdays, 11:00-12:00 (email for appointments)  
Thursday, 1:00-2:00 (email for appointments)

**Room Number:** EDCT 222G

**Day & Time:** Thursdays, 10:00 a.m.- 1:00 p.m.

**Additional Contact:** Gayle Curtis, Ed.D., Post-Doctoral Fellow; 281-513-7051 (cell)  
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**Recommended Text:** This course has no assigned textbook.

**Readings:** A variety of chapters and readings will be made available. Some chapters/articles will appear with particular classes. Other readings will be made available for students to choose from. Several issues of the *Handbook of Teacher Education* and other yearbooks, handbooks and books will be used.

**Visiting Professors:** Representatives from Texas universities will share the features of their teacher education programs.

**Diversity Statement of the Department of Teaching, Learning, and Culture:** The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those

who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to nondiscrimination and affirmative action embraces the entire university community including faculty, staff, and students.

**Americans with Disabilities Act (ADA):** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” The Honor Council Rules and Procedures are available on the web <http://www.tamu.edu/aggiehonor> For additional information please visit: <http://aggiehonor.tamu.edu>

**The Family Rights and Privacy Act (FERPA):** FERPA requires that student grades be accessible only to individual students and other authorized personnel. More about FERPA is available online and in other TAMU documents.

**Student Concerns:** If you have a concern about any aspect of the course, please inform the instructor as soon as possible. If the issue cannot be resolved to your satisfaction, you will need to complete the TLAC Concern/Opportunity/Acknowledge (COAF) Form and submit it to the TLAC Department Head, Dr. Michael De Miranda.

**Course Objectives:** Students will

- 1) Read historical and contemporary literature having to do with teacher education policy
- 2) Discuss teacher education with leaders of different university teacher education programs
- 3) Research key features of American teacher education
- 4) Research key figures in American teacher education
- 5) Debate critical issues in U.S. teacher education;
- 6) Imagine the future of U.S. teacher education

**Readings and Course Materials:** This course has no assigned textbook. A variety of chapters and readings will be made available. Some chapters/readings will appear with particular lessons.

Other readings will be made available for students to choose from. Students are expected to read several chapters in the many editions of the *Handbook of Teacher Education*.

**Course Overview:** The course will begin with the mass education movement in Europe and how that spilled over to the new world, eventually making formal teacher education programs of informal teacher education experiences. The move from normal schools to colleges to universities and eventually into a multitude of teacher education service providers will be discussed. Dewey's home-grown educational philosophy, which championed minded teachers, will be taken into account. Original policy documents such as the *Coleman Report*, *Jencks Report*, *A Nation at Risk*, *No Child Left Behind* and *Every Student Succeeds* will additionally be surveyed. Key features of U.S. teacher education will be unpacked, and the contributions of central figures in American teacher education will be spotlighted. Major issues will be debated, and, finally, the future of teacher education will be imagined.

**Assignments:** The assignments include:

- 1) Classroom Participation 15%
- 2) Annotated reference list on a key feature of American teacher education (practicum, portfolio, professional attributes, mentoring, reflection, narrative, certification, alternate certification, program accreditation, use of technology, preservice teacher research, self-study of teacher educator practices, preservice teacher assessments, etc.) 25%
- 3) Academic lifeline of a key figure in U.S. teacher education (Linda Darling-Hammond, Marilyn Cochran-Smith, Ken Zeichner, Lee Shulman, Gloria Ladson-Billings, Sonia Nieto, etc.) 25%
- 4) Evidence-Based Paper on a Recurrent Issue in U.S. Teacher Education (politicization of American teacher education; standardization of American teacher education; delivery of American teacher education; valuing/devaluing American teacher education, urban teacher education, rural teacher education, etc.) 35%

**Class Requirements:**

1. Students are expected to read all assigned chapters/articles.
2. Students are expected to attend guest lectures.
3. Students are expected to work with others when required. It is expected that all students will have completed the readings by the assigned dates; all students will be accountable for completing tasks associated with the readings. Your tasks will be graded and evaluated on the quality of your analysis of the assigned readings and of the topics under discussion, the relevance of your comments, and your willingness to assume responsibility for making the on-line course a learning opportunity.
4. Students are expected to complete all assignments on their assigned days. Make-up for assignments shall be given with medical or university excuses only.
5. Late assignments will be accepted in emergency situations.

**Participation Criteria:** The following criteria should guide your participation in class discussions:

1. Do your interactions demonstrate respect for others' opinions?
2. Do your interactions address relevant issues or questions?
3. Do your interactions evidence reflection or thoughtful discussion of the required readings/topics of inquiry?
4. Do your interactions integrate key terms/ideas from the readings?
5. Do your interactions make explicit connections between your personal and professional experiences and the content of the assigned or self-selected readings?
6. Do your interactions present the content in an organized and coherent fashion?
7. Do your interactions include references to the literature in the field?

**Course Assignments and Completion:** Each assignment for the course has specific points. Failure to complete assignments by deadlines may result in loss of points/reduction of final grade. Students are responsible for completing their assignments by the designated due dates. Make-up for assignments shall be given with medical or university excuses only. See Texas A&M student rule 7 for more information <http://student-rules.tamu.edu/rule07>

**Grading Scale:**

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = F

**Course Requirements:** Attendance in class is expected except when hybrid activities are assigned.

**Important Dates:**

August 26	First day of fall semester classes.
September 2	Last day for adding/dropping courses for the fall semester, 5 p.m.
September 10	Fall official census date.
November 7 - November 22	Preregistration for 2018 spring semester.
November 15	Last day to officially withdraw from the University
November 18	Bonfire 1999 Remembrance Day.
November 27-29	Thanksgiving holiday.

December 3	Re-assigned last day of fall semester classes.
December 12	Grades for degree candidates due.
December 13	Last day to apply for tuition rebate in Howdy.
December 16	Final grades for all students due in the Office of the Registrar, noon.

### **Tentative Class Schedule**

This class schedule is a guide. It is subject to change.

#### **August 29, 2019**

- Introduction to Course (15 minutes)
- Introduction to Colleagues (15 minutes)
- Introduction to Assignments (15 minutes)
- The Emergence of Teacher Education in the U.S. (30 minutes)

#### **Readings**

Angus, D. (2001). *Professionalism and the public good*. Washington, DC: Thomas B. Fordham Foundation.

Zeichner, K. M. (1993). Traditions of practice in US preservice teacher education programs. *Teaching and teacher education*, 9(1), 1-13.

#### **September 5, 2019**

- Influence of the Coleman Report on American Education/Teacher Education
- Influence of the Jencks Report on American Education/Teacher Education

#### **Readings about the Coleman Report**

Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F., & York, R. (1966). The Coleman Report. *Equality of Educational Opportunity*. Washington, DC: National Center for Educational Statistics.

Cain, G. G., & Watts, H. W. (1970). Problems in making policy inferences from the Coleman Report. *American Sociological Review*, 35(2), 228-242.

#### **Readings about the Jencks Report**

Jencks, C., Smith, M., Acland, H., Bane, M. J., Cohen, D., Gintis, H., Heyns, B., & Michelson, S. (1972). *Inequality: A reassessment of the effect of family and schooling in America*. New York, NY: Harper & Row.

## **September 12, 2019**

- Influence of *A Nation at Risk* on American Education
- Influence of Other Paradigms/Points of View
- Invited Guest Speaker:
- Dr. Janet Hammer, Texas A&M University (confirmed)

### **Reading for *A Nation at Risk***

*A Nation at Risk (ANAR)* (1983). Retrieved from  
<http://www2.ed.gov/pubs/NatAtRisk/risk.html>

### **Readings for Other Paradigms/Points of View**

Berliner, D., & Biddle, B. (1995). *The manufactured crisis: Myths, fraud and the attack on America's public schools*. New York, NY: Basic Books.

Fiske, E. B. (2008, April 5). A nation at a loss. *The New York Times*. Retrieved from  
<http://www.nytimes.com/2009/04/25/opinion/25fiske.html>

## **September 19, 2019**

- The Influence of the No Child Left Behind Act
- The Influence of Every Student Succeeds Act
- Features of U.S. Teacher Education Presentations—Annotated Reference Lists
- Due: Annotated Reference list – 25%

### **Readings for No Child Left Behind**

*No Child Left Behind Act of 2001*, Public Law 107-110. 20 U.S.C. 6301 (2002).

Strauss, S. L. (2001). An open letter to Reid Lyon. *Educational Researcher*, 30(5), 26-33.

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

### **Reading for Every Student Succeeds**

*Every Student Succeeds Act of 2015*, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016).

## **September 26, 2019**

- Invited Guest Speakers:
- Dr. Denise McDonald, University of Houston-Clear Lake (confirmed)
- Dr. Andrea Foster, Sam Houston State University (confirmed)

## Readings

To be announced

### October 3, 2019

Class Cancelled—Conference Presentation

### October 10, 2019

- Invited Speakers:
- Dr. Paige Evans, teachHOUSTON, University of Houston (confirmed)
- Dr. Leah Shields-McAlister, teachHOUSTON, University of Houston (confirmed)

## Readings

To be announced

### October 17, 2019

- Presentation of Educational Figures Papers
- Paper due: Academic lifeline of a key figure in U.S. teacher education (Linda Darling-Hammond, Marilyn Cochran-Smith, Ken Zeichner, Lee Shulman, Gloria Ladson-Billings, Sonia Neito, etc.) - 25%

### October 24, 2019

- Issue in U.S. Teacher Education: Underrepresentation of Teachers of Color
- Invited Guest Speaker: Dr. Chestin Auzenne-Curl

## Reading for Mismatch between Races of Teachers and Students

Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

Garabay, J. C. (2014). *Diversity in the classroom*. Los Angeles, CA: UCLA Diversity & Faculty Development.

National Center for Education Statistics. (2019). Status and trends in the education of racial and ethnic groups. Washington, DC: Author. Retrieved from [https://nces.ed.gov/programs/raceindicators/indicator\\_rbb.asp](https://nces.ed.gov/programs/raceindicators/indicator_rbb.asp)

Rizer-Kositsky, M. (2019, Jan. 3/Jul. 22). Education statistics: Facts about American schools. *Education Week*. Retrieved from <https://www.edweek.org/ew/issues/education-statistics/index.html>

**October 31, 2019**

Class Cancelled—Conference Presentation

**November 7, 2019**

- Issue in U.S. Teacher Education: Educating Teacher Educators
- Introduction to S-STEP (Self Study of Teacher and Teacher Education Practices)
- Introduction to InFo-TED (International Forum for Teacher Educator Development)
- Invited Guest Speaker: Dr. Gayle Curtis

### **Readings for S-STEP**

Cooper, J. M., Beaudry, C., Gauna, L., & Curtis, G. A. (2012). Bridging theory and practice: Exploring the boundaries of critical pedagogy through group self-study. In D. Garbett & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for knowing pedagogy*. Herstmonceaux, UK: S-Step. Retrieved from <file:///C:/Users/gayle/Downloads/Pushing%20boundaries%20&%20crossing%20borders.pdf>

Craig, C. J. (2009). Trustworthiness in self-study research. In C. A. Lassonde, S. Galman, & C. Kosnik (Eds.), *Self-study research methodologies for teacher educators* (pp. 21-34 ). Rotterdam, The Netherlands: Sense.

Curtis, G., Reid, D., Kelley, M., Martindell, P. T., & Craig, C. J. (2013). Braided lives: Multiple ways of knowing, flowing in and out of knowledge communities. *Studying Teacher Education*, 9(2), 175-186.

Samaras, A. P., & Freese, A. R. (2009). Looking back and looking forward: An historical overview of the self-study school. In C. A. Lassonde, S. Galman, & C. Kosnid (Eds.), *Self-study research methodologies for teacher educators* (pp. 3-19). Rotterdam, The Netherlands: Sense.

### **Reading for InFo-TED**

Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H. & Vanderlinde, R. (2015). InFo-TED: Bringing Policy, Research and Practice Together Around Teacher Educator Development. In C. Craig & L. Orland-Barak (Eds.) *International teacher education: Promising pedagogies* (341-364). Bingley, UK: Emerald Books.

**November 14**

- Invited Guest Speaker:
- Dr. Laura Turchi, University of Houston (confirmed)
- Topic: Major Teacher Education Grant at Arizona State University



## **Readings**

To be announced

### **November 21**

- Issue in U.S. Teacher Education Paper—Classroom Presentations
- Due: Issues in U.S. Teacher Education Paper – 35%

### **November 28**

Thanksgiving Break—Classes Cancelled (Official Holiday)

**Classes End December 4** (Our class falls on December 5)

Makeup Class/es by Special Arrangement

## EDCI 704

### ANNOTATED REFERENCE LIST RUBRIC

Name of Feature of Teacher Education: \_\_\_\_\_

<b>Annotated Reference 1</b>	0 1 2 3 4 5	
<b>Annotated Reference 2</b>	0 1 2 3 4 5	
<b>Annotated Reference 3</b>	0 1 2 3 4 5	
<b>Annotated Reference 4</b>	0 1 2 3 4 5	
<b>Annotated Reference 5</b>	0 1 2 3 4 5	
<b>TOTAL (25%)</b>		

0 = No Evidence; 1 = Slight Degree of Evidence; 2 = Approaching Moderate Degree of Evidence; 3 = Moderate Degree of Evidence; 4 = Moderately High Degree of Evidence; 5 = High Degree of Evidence

## EDCI 704

### ACADEMIC LIFELINE RUBRIC

Name of Figure: \_\_\_\_\_

<b>Biographical Sketch</b>	0 1 2 3 4 5	
<b>Career Interests and Contributions</b>	0 1 2 3 4 5	
<b>Analysis and Conclusions</b>	0 1 2 3 4 5	
<b>Quality of Written Language, including APA Style (Citations, Reference List, etc.)</b>	0 1 2 3 4 5	
<b>Analysis and Conclusions</b>	0 1 2 3 4 5	
<b>TOTAL (25%)</b>		

0 = No Evidence; 1 = Slight Degree of Evidence; 2 = Approaching Moderate Degree of Evidence; 3 = Moderate Degree of Evidence; 4 = Moderately High Degree of Evidence; 5 = High Degree of Evidence

**EDCI 704**  
**U.S. TEACHER EDUCATION ISSUE PAPER RUBRIC**

**Argument or Tension (5 percent)**

Comments:

**Interpretations (10 percent)**

Comments:

**Use of Relevant Sources (5 percent)**

Comments:

**Quality of Written Language (including APA Style) (5 percent)**

Comments: