

TE 902
Proseminar in Curriculum, Teaching, and Educational Policy II
Spring 2007

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Office hours are by appointment for both of us.

Seminar: Tuesdays, 4:10 - 7:00 p.m., Wells C212. Please do not be late.

COURSE PURPOSES

This is the second of two pro-seminar courses required of all entering students in the doctoral program in Curriculum, Teaching, and Educational Policy. The course is intended to:

- help you continue to develop your advanced skills in critical reading, analytical writing, and thoughtful collegial discussion;
- introduce you to traditions of interpretation of research in teacher education;
- ask you to confront fundamental issues in education, especially as they relate to teaching as a professional practice, learning to teach, and teacher learning;
- familiarize you with central lines of research on teacher learning and teachers' work, as well as the research of COE faculty.

CENTRAL QUESTIONS

Our course explores teaching as a practice, one that has been understood by scholars, practitioners, and policy makers from a range of theoretical perspectives. What does it mean to conceptualize teaching as a practice? What are the many ways people have thought about teaching as a practice, and what are the consequences of those perspectives for how we talk about teaching, think about supporting others in learning and reforming teaching, and consider studying teaching and teacher learning? The course will introduce some major frameworks that have been used to guide research, policy recommendations, and the work of teaching. Throughout the term we will consider the question of what it means to think about teaching as a practice from a variety of perspectives, drawing on a range of concepts and theoretical frames, in order to examine teacher learning and teachers' work as situated and embedded in multiple contexts.

How is teaching an institutionalized practice, and how does that characterization of it affect how one understands the work of teaching, the possibilities of its reform, and the nature of teacher learning? We begin by first considering these questions, ones that have a long history in the debates about teaching in the U.S. and other countries. Later in the term, we will consider teaching as a career, how teachers are socialized into the profession, the nature of rewards in teaching, what teachers seek to attain in their classroom work, and what makes their goals so difficult to attain. We will consider the embedded nature of teaching and how various contexts affect practice.

We also consider teaching as text, one that is written and rewritten by its practitioners, by those who regulate their work, and by those who study it. How does the uncertainty that is central to teaching affect it as a practice, as something that is researched, and as something people learn to engage in and do? How are the varied, overlapping, and mutually constituting contexts in which teachers work implicated in this uncertainty?

Finally, how is teaching a cultural practice? In what ways is it an embedded practice that is shaped by the many contexts in which it is situated? How is learning to teach a process of entering a particular culture? What does it mean to approach teaching as responsive to local culture—of the students or the community? In what ways is teaching a political practice? To what extent are there features of or approaches to teaching that cut across the local and have, in an ever more tightly interconnected contemporary world context, take on global qualities? These and other questions will help us explore teaching from a range of socio-cultural perspectives.

Throughout our consideration of these issues, we will examine both the nature of teaching as a practice as well as issues in teacher education/teacher learning. The structure and content of teacher education have long been debated. Scholars have written about a range of approaches to addressing perennial problems in teacher education, and approaches to addressing them. We will consider teacher education as a practice and explore its inherent uncertainties. We will conclude the course by exploring ways teachers learn in and from their practice, and how the setting of the teacher community influences teachers' professional development.

One task that runs throughout our discussions will be interrogating the relationship between knowledge and teaching practice. We will explore a range of ways scholars have described knowledge for teaching and consider what counts as knowledge for teaching from various angles. We will look at what it means to prepare for uncertainty and develop situated knowledge. We will consider the range of dispositions teachers need in order to engage in meaningful professional development and how teachers sustain their learning across their careers. We will also explore persistent challenges in transforming teaching by looking at efforts to reform schools and improve teaching in different contexts

MODES OF INQUIRY

Reading, Interviewing, Writing and Discussion

This course offers opportunities to inquire into educational issues in four ways: reading, writing, interviewing, and whole-group and small-group discussion.

Critical Reading: This semester's reading list contains a variety of texts. Some are books, chapters or articles that report on empirical research. Others are secondary or interpretive commentaries that represent a variety of perspectives. Some are written in narrative form as accounts of personal experiences and classroom practices. The readings include a range of voices that represent both educational scholars and teachers. It is essential that you read all of the required texts before each class meeting. Much of the reading we will do this semester will consist of pieces you will return to across your doctoral studies, and you will see them referenced in other readings. You will revisit them in comprehensive exams.

We encourage you to read interactively as you consider and reconsider the texts. You should come to class each week with a set of questions, comments and issues that you developed as you read, and you should be prepared to draw on these insights selectively in a constructive effort to help shape seminar discussion. We encourage you to keep these questions from TE 901 in mind as you read:

- *What is the author trying to say?*

- *How has the author constructed the text?*
- *What is the author's purpose?*
- *What are your purposes in reading the selection?*
- *How do your own values and experiences shape your response to the text?*
- *How do the author's arguments fit within various communities of discourse?*
- *How does their work contribute to our understanding of teaching?*
- *How might the author's work help improve teaching?*

Analytical Writing: One central purpose of this course is to encourage and support you to develop your skill at producing effective analytical writing. This skill is essential for anyone who wishes to be successful in meeting the requirements of doctoral study (courses, comprehensive exams, and dissertation) and who expects to have an impact in the intellectual and professional world of education.

We encourage you to revisit the handout distributed in TE 901, "Basic Guidelines for Writing Analytical Papers," which reviews the basic characteristics of good analytical writing. We also encourage you to consult several books that contain more extended discussion of the nature of scholarly writing and the best ways to carry it out effectively. These can be found at the International Center book store in the trade section on the shelves labeled "Style Manuals."

- Becker, H. S. (1988). *Tricks of the trade: How to think about research while you're doing it*. Chicago: University of Chicago Press, 1988.
- Booth, W. C. et al. (1995). , *The craft of research*. Chicago: University of Chicago Press.
- Williams, J. M. (1990). *Style: Toward clarity and grace*. Chicago: University of Chicago Press.
- Weston, A. (1992). *A rule book for arguments* (2nd edition). Indianapolis: Hackett Publishing.

We recognize that each of us comes with different strengths as writers. We also understand that scholarly writing comprises a wide array of genres. Given these as starting points for our work together this term, we are constructing a range of different writing opportunities across the semester. Our goal is to encourage you to tackle different kinds of writing challenges and to use this diversity to spark your thinking and learning.

While we are eager to assist you as you develop skills as a writer, we also want to encourage you to help each other as both readers and writers. We therefore are constructing opportunities for you to respond as a "critical colleague" to the writing of classmates. We provide more explanation about this in the section on Course Requirements.

We also aim to have you ground your own educational experiences in the broader issues of the course, such as the socialization of teaching; teaching as a political practice; teaching as a professional practice; what counts as knowledge for teaching; power relationships; and the uncertainty of teaching. Throughout the semester, you will write a series of five to six mini-narratives about a particular episode or experience that had a powerful effect on you in your education (which is not limited to schooling). These "chunks of writing" will serve as texts to connect to the course reading, classroom discussions, and to the personal narrative assignment. Telling your own stories will help concretize some of these issues in education, and sharing your stories with others will help us detect patterns in our educational histories and also learn how our backgrounds influence how we interpret these experiences. We will form narrative groups, and members of these groups will read and comment upon each other's mini-narratives to help each other situate these experiences in research on teaching and teacher education. These mini-narratives are not intended to be "final products" but instead are works-in-progress that you will revisit and revise as you write your personal narrative toward the latter part of the semester.

Interviewing: Early in this semester we will engage in a group interviewing project aimed at developing a broad view of the field of research on teaching and teacher education. The interviews we

will conduct will yield another *text* for us to read, analyze, and discuss as a class. Interviewing is a common data collection practice in qualitative research. Interviews helps qualitative researchers find out from those they interview that which cannot be directly observed. Therefore, interviews are useful when researchers want to understand the experience of other people and the meaning they make of that experience. Interviews vary in their level of structure, which depends on the kind of responses the interviewer is after. For our purposes—which are to gather similar kinds of information from each of the individuals we are interviewing and to obtain their diverse perspectives—we will be conducting semi-structured interviews. Rather than asking faculty to complete “oral surveys,” this kind of interview will offer you an opportunity to follow-up on interesting things you hear, ask for more information when you’re unsure of what you’ve heard, and ask for examples to clarify that which remains unclear. A secondary purpose of these interviews is to gather suggestions for readings for the course that could either supplement or replace some of the listed readings. If your interviewee suggests particular readings that you feel are interesting and relevant to the course, we will consider revising the readings accordingly.

We encourage you to refer to the following texts to help you prepare for your interviews.

- Fontana, A. & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln, Y. S. (Eds), *Handbook of qualitative research* (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.
- Merriam, S. B. (1998). Conducting effective interviews. In *Qualitative research and case study applications in education* (pp. 71-93). San Francisco: Jossey Bass.
- Patton, M. Q. (2001). Qualitative interviewing. In *Qualitative research and evaluation methods* (3rd ed., pp. 339-427). Thousand Oaks, CA: Sage.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (2nd ed.). New York: Teachers College Press.

Discussion: Because the course is a seminar, your participation in whole-group and small-group discussions is important not only for your learning but also the learning of others. Everyone's engagement in and contributions to discussions will influence your opportunities to learn in the course. Careful and critical reading accompanied by preparation of questions, insights and issues to discuss is a central part of making the course work as a learning community. One course requirement, the writing of (and responding to) short critical commentaries on a regular basis, is designed to support you in coming to class prepared to engage in discussions. A productive learning community can only be created when people come prepared, when people listen and are listened to, when participants offer evidence to support their claims and colleagues thoughtfully question them, and when community members value alternative perspectives and interpretations.

Just as the course is designed to support your development as a writer, it is also designed to support your development as a member of our discourse community. Toward that end, we will provide feedback to you and talk with you about your contributions to class discussion and offer constructive suggestions for improvement.

COURSE REQUIREMENTS

Participation (15%): Your participation grade will be based on whether you come prepared to each class and the extent to which you participate actively and thoughtfully in small-group and whole-group discussions. You are expected to attend every week. If you need to miss class, please notify both of us prior to class. In addition, if for extenuating circumstances, you feel less prepared for class than you would like, please let us know.

Interview Assignment (20%): With a group of your peers with similar research interests, you

will interview two faculty members. The interviews will provide an opportunity to learn about faculty members' ideas related to a pressing question (or set of questions) in educational research today. You will audio-tape these interviews (and perhaps transcribe parts of them that strike you as especially significant). You will meet with your group members to listen to all or parts of all the taped interviews to discuss similarities and differences in what you heard. The goal of your interviews will be to learn four things:

- (a) What does this faculty member see as the state of our knowledge base related to this area of educational research?
- (b) What research/scholarship needs to be conducted over the next 5-10 years to move the field forward in this area? Why does s/he think this research/scholarship is important?
- (c) What ideas does this faculty member have about the kind of research/scholarship that might be most helpful? Why?
- (d) What readings does s/he think would help novice researchers?

You will write a report on your interview that is designed to be as useful as possible to the entire class. We will provide you with guidelines for this paper later in the term and will discuss the logistics of interviewing and sharing experiences in class. For this assignment, you can choose to write the paper alone or collaboratively with one or more colleagues. **The paper is due 6 February 2007.**

Critical Commentaries and Responses via ANGEL (20%): In the interest of extending serious discussion of the readings and the sense we make of them and increasing chances for dialogue among us, we will be using ANGEL. We want to use this forum to encourage thoughtful reading and writing, and provide you with an opportunity to try out ideas, sharpen your critical writing skills, and engage in focused conversation about texts and issues. During the term, each of you will be responsible for writing three short commentaries on a week's readings (or some subset of them) and for responding on three other weeks to the commentaries of a classmate. We will divide the class into three groups, with, most weeks, one third of the class posting commentaries on ANGEL, one third responding to an individual commentary, and one third scanning the week's postings. We will pass out your group assignment in class.

When writing a **commentary**, you should provide a brief (300-500 words) critical response to a significant issue encountered in one or more of the assigned readings for a particular week. You are not being asked to summarize an entire week of readings or even any individual readings. Instead your response should demonstrate that you understood the argument being made in one or more readings and can engage one or more issues from the reading(s) through some specific analytic frame—derived from the course, from your reading elsewhere, and/or from your own experience. Feel free to make connections with other things you know or other readings from previous weeks, but be sure that you draw on the reading from that week for most of your evidence, ideas, or examples. You should conclude your commentary with two to three substantive questions to which your colleagues could respond and which might spark class discussion.

This may also prove a useful time to connect ideas from a week's readings to course themes, ongoing discussions we have had in class, or to take advantage of the platform you have to make sure some ideas about which you care deeply can enter our class conversation. Because your commentaries, once posted, enter the stream of our class discussion, we encourage you to think of this as a great opportunity to explore ideas, invite dialogue, raise authentic questions, and attempt to move a conversation in a particular direction, so long as your commentary allows you to engage with the significant issue you've identified. The publicness of the commentary may make some of us uncomfortable initially, but we hope that the benefit of opening up and deepening chances for dialogue outweighs any initial unease. In addition, the opportunity to have multiple readers, with potentially divergent responses to your writing and your ideas, is excellent preparation for the kind of writing exchange that marks the work of the academic.

In crafting your **responses** to a colleague's commentary, you will be expected to write about your reaction to their writing, your reflection on their ideas as they relate to the issue(s) discussed, and in so doing move the conversation further in terms of our class's opportunity to think about particular texts and specific educational issues. Keep your response under 400 words. You may respond to any commentary posted the week for which you are a respondent, although we encourage you to respond to different writers different weeks. While we don't expect to assign responders to individual writers, we would like to hope that as a class we can distribute our responses evenly enough that all writers in each week can have at least one response. Of course, if you find on a week that you would like to respond to more than one commentary, that too is fine.

For the commentaries and responses to be able to inform class discussion each week, we need to work within a rather strict schedule. Critical commentaries need to be posted on ANGEL by 8 p.m. Sunday before the relevant class session. Respondents need to post their responses by 11:00 a.m. Tuesday. See below for directions about how to label all course documents and where to post them.

You will receive feedback on your individual commentaries and a holistic assessment of your set of commentaries and responses. We will discuss in class how best to provide you timely feedback and occasional or regular evaluation in ways that still maximize the dialogic and discussion-building goals for this writing. In evaluating your writing, we will consider readability, the thoughtfulness and originality of your ideas, evidence that you have engaged the text(s) and, when you are a respondent to commentaries, that you have engaged both the reader (commentator) and the text(s).

We have four aims in asking you to participate in this critical writing on ANGEL. First, the kind of writing we are asking you to do is aimed at helping you participate in a different discourse community than most students have participated in previously. Given the course's focus on teaching, teacher education, and teacher development, it is often difficult for students to engage that familiar content with a fresh pair of eyes. While our existing perspectives can be helpful in making sense of research on teaching, learning to think, read, and write about teaching within the discourse community of educational research focuses our attention in new ways, pushes us to ask different questions, and even involves different language. The commentary and response writing allows us to try on these new discourses and receive constructive and critical feedback about our development.

Second, the commentaries and responses will encourage you to keep up with the reading and to come to class with some already-formulated thoughts about the reading. This course will be run as a seminar, with students sharing responsibility for the conduct of the class. This means you should come in every week with a set of questions and comments and issues that you developed while doing the week's readings, and you should be prepared to draw on these insights selectively in a constructive effort to help shape seminar discussion. The critical commentaries help facilitate this kind of preparation and thereby help promote an informed and broad-based discussion of the issues in class each week. The fact that all of us will be able to read a set of commentaries and responses before each class means that we can begin our Tuesday afternoon discussions already engaged with strands of issues that you have identified as important.

Third, we will offer feedback aimed at helping you improve your analytic writing. Because you have two opportunities for short commentary and can be influenced by the kinds of writing you see your colleagues engaged in, you may want to think about explicitly setting for yourself different goals for different commentaries. You might want to write with different voices or to use a different kind of structure, format or play with a different style in your two commentaries. Invite us into your thinking about what you are trying to achieve through your writing any one of these postings; we can provide more constructive feedback when we know what your goals for writing were.

Fourth, this open forum has the potential to allow more voices to be heard and to broaden the perspectives that can be considered in class. It also offers you an opportunity to take each other seriously as colleagues and to hone your critical skills as a reviewer of others' work. Of course, for these goals to be met, we each need to make ourselves vulnerable, to share work and responses in a timely manner, and to take each other seriously as readers, writers and thinkers. If we are develop a classroom community that positions us as "critical colleagues," as Brian Lord has written, we need to do more than simply swap stories, yet we also must avoid seeing criticism as simply tearing something down. Here is a chance for us to explore what it means to build ideas in constructive, collaborative ways.

Article Analysis (10%). As we will discuss in class, there is a preliminary examination that takes place after you have completed a year's worth of doctoral study. This examination is meant to help you and the faculty assess your progress in the program. The examination involves the critical examination of one research article, both from a methodological and substantive perspective. To help you prepare for this, we will have one essay in the class be a trial-run article analysis. We will discuss this in more depth in class, including considering various analytical frames that you might adopt/adapt to your own ends. **This will be due 23 March 2007.**

Analysis of Personal Narrative (15%): In this paper, you will use the course readings as a lens for examining some aspect of your personal experience as a teacher or as a student. You will select one or more of the mini-narratives you wrote and expand upon it. Although scholarly writing often sounds entirely impersonal - in some writing the first person pronouns "I", "we", "me" and "us" are missing entirely -personal experience shapes our thinking and our professional choices just as surely as does our reading of the research literature. When we read a book or article about education, each of us asks ourselves whether and how this author's argument fits with our own experience, with what we think we already know about teachers and teaching, schools and schooling, learners and learning. One issue that new scholars struggle with as they strive to find their written voices is the place of their personal experience as teachers and students in their writing and their thinking, their professional persona. This paper will give you a chance to explore what is involved in bringing your analytic skills and your reading of research to bear on aspects of your own experience. **This will be due 10 April 2007.**

Final Paper (20%): As you get further into the program, it will be important for you to formulate a clear statement of your own interests. Indeed, a requirement for your program committee meeting is that you provide a brief essay concerning your interests and goals as a scholar and professional. Since your interests are shaped both by your previous experiences, as well as readings and experiences that you have while in the doctoral program, this final writing assignment allows you to draft a statement of interests. Required (minimum length): 8 pages double-spaced (about 2,000 words). We will discuss guidelines for this paper later in the term. **It will be due 4 May 2007.**

Except in the case of a medical emergency, no incomplete or deferred grades will be given in this course.

Labeling documents:

All course documents will be posted on ANGEL or sent to the instructors as attachments. It is very important that you label the **documents** in the following way:

te902.yourlastname.assignmentname.doc.

The exact label for each assignment is listed in the assignment due date handout (see appendix A).

REQUIRED READINGS

We have selected books for the course that we think you will enjoy owning as part of your professional library. They are books that you are likely to refer to and re-read during your doctoral studies and beyond. They are available at the MSU Bookstore (and probably at other bookstores on campus). Many are books that you are also likely to find in the MSU library, or that you could borrow from a colleague if you choose not to purchase all of them.

Books:

- Britzman, D. (2003). *Practice makes practice: A critical study of learning to teach*. Revised ed. Albany, NY: SUNY Press.
- Herbst, J. (1989). *And sadly teach: Teacher education and professionalization in America culture*. Madison, WI: University of Wisconsin Press.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Jackson, P. W. (1990). *Life in classrooms*. (Reprint edition, with new introduction). New York: Teachers College Press. (Originally published in 1968)
- Lortie, D. C. (1975). *Schoolteacher*. Chicago: University of Chicago Press.

Other readings are available on the web (*E) or are posted in the Lessons folder on ANGEL.

Schedule

9 January 2007, Week 1: Introduction to course; historical perspectives on schooling and curriculum

- Ravitch, D. (2000). *Left back: A century of failed school reforms*. New York: Simon & Schuster.
 Chapter 2: A Fork in the Road
 Chapter 3: The Age of the Experts
- Kliebard, H.M (1986). *The struggle for the American curriculum, 1893-1958*. Boston: Routledge & Kegan Paul.
 Chapter 1: Curriculum Ferment in the 1890s
 Chapter 2: The Curriculum versus the Child
 Chapter 4: Scientific Curriculum-Making and the Rise of Social Efficiency as an Educational Ideal
 Chapter 5: Some Subject Realignment and the Triumph of Vocationalism
- Tyack, D. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.
 Prologue
 Part II: From Village School to Urban System: Bureaucratization in the Nineteenth Century

16 January 2007, Week 2: Historical perspectives on teaching

- Cuban, L. (1989). *How teachers taught: Constancy and change in American classrooms 1890-1990*. New York: Teachers College Press, 1993.
 Chapter 1: Teaching at the turn of the century: Tradition and challenge
 Chapter 2: Behind the classroom door: New York, 1920-1940
 Chapter 3: Behind the classroom door: Denver, 1920-1940

Optional reading:

- Cohen, D.K. (1990). "A revolution in one classroom: The case of Mrs. Oublier" *Educational Evaluation and Policy Analysis* 12 (39): 311-329.
- Tyack, D. and Cuban, L. *Tinkering toward Utopia: A century of public school reform*. Cambridge, MA: Harvard University Press, 1995.
 Chapter 4: Why the Schooling of Grammar Persists

Commentaries from group 1 due on ANGEL by Sunday at 8 pm
Responses from group 2 are due on ANGEL by Tuesday at 11 am

Course Survey due Sunday by 8 pm

23 January 2007, Week 3: Historical perspectives on teacher education

- Clifford, G.J. & Guthrie, J.W. (1988). *Ed school: A brief for professional education*. Chicago: University of Chicago Press.
 Chapter 2: The School of Education in the University
 Chapter 3: Tensions: The Academic and the Vocational
- Herbst, J. (1989). *And sadly teach: Teacher education and professionalization in America culture*. Madison, WI: University of Wisconsin Press.
 Introduction
 Chapter 1: Public Schools and Teacher Education
 Chapter 6: The Professionalization of Teacher Education
 Chapter 7: Professionalization The Betrayal of the Teacher
 Chapter 8: What of the Teacher?
- Bagley, W.C. (1937). "Basic problems in teacher education." In J. W. Null and D. Ravitch, (eds).

- Forgotten heroes of American education: The great tradition of teaching teachers* (pp.251-258).
Greenwich, CT: Information Age Publishing. 2006.
- Bagley, W.C. (1937). "The future of the training of teachers." In J. W. Null and D. Ravitch, (eds).
Forgotten heroes of American education: The great tradition of teaching teachers (pp.85-89). Greenwich,
CT: Information Age Publishing. 2006.

Commentaries from group 2 by Sunday at 8pm
Responses from group 3 by Tuesday at 11 am

30 January 2007, Week 4: Classics in teacher education

- Jackson, P. W. (1990). *Life in classrooms*. (Reprint edition, with new introduction). New York:
Teachers College Press. (Originally published in 1968)
Chapter 1: The Daily Grind
Chapter 4: Teachers' Views
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
Chapter 1: The Hand of History
Chapter 2: Recruitment and Reaffirmation
Chapter 3: The Limits of Socialization
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and
sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

Commentaries from group 3 by Sunday at 8pm
Responses from group 1 by Tuesday at 11 am

6 February 2007, Week 5: Sociological and structural frameworks for studying teaching

- Anyon, J. (1981). Social class and school knowledge. *Curriculum Inquiry*, 11, 3-42.
- Cherryholmes, C. (1988). *Power and criticism*. New York: Teachers College Press.
Chapter 2: Thinking about education structurally
- Waller, W. (1932). The school in the social process: Vertical mobility. In *Sociology of teaching* (pp. 15-
32). New York: Russell & Russell.

Interview assignment due by Tuesday 6 February 2007 by 4 pm

13 February, 2007, Week 6: Critical and cultural perspectives in teaching

- Bourdieu, P. (1986). The forms of capital. In J.G. Richardson (Ed.) *Handbook of theory and research for
the sociology of education*. Westport, CT: Greenwood.
- Cobb, P., McClain, K., Lamberg, T. d.S., and Dean, C. (2003). Situating teachers' instructional
practices in the institutional settings of the school and district. *Educational Researcher*, 32(6), 13-
24.
- Fernandez, C. (2002) Learning from Japanese approaches to professional development: The case of
lesson study. *Journal of Teacher Education*, 53(5), 393-405.
- Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation* (Chapters 1, 2,
and 4). NY: Cambridge University Press.
- Ladson-Billings, G. (1995). Towards a theory of culturally relevant pedagogy. *American Educational
Research Journal*, 32(3), 465-491.
- Price, J. (1998). Accommodation and critique in the school lives of six young African-American men.
Curriculum Inquiry, 28(4), 443-471.

Recommended reading:

Erickson, F. (1986). Qualitative methods in research on teaching (pp. 119-160). In M. Wittrock, (Ed.), *Handbook of research on teaching* (3rd. ed.), NY: Macmillan.

Optional reading:

Ball, A. (2000). Preparing teachers for diversity: Lessons learned from the US and South Africa. *Teaching and Teacher Education*, 16, 451-509.

20 February 2007, Week 7: Critical and cultural perspectives in teacher education

Cochran-Smith, M. (2000). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review*, 70, 157-190.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom* (Chapters 1-5 and Chapter 11-12). New York: Routledge.

Britzman, D. (2003). *Practice makes practice: A critical study of learning to teach* (Revised ed., pp. 1-73, 125-174). Albany, NY: SUNY Press.

Cherryholmes, C. (1988). *Power and criticism*. New York: Teachers College Press.

Chapter 3: Thinking about education post-structurally

McDonald, J. P. (1992). *Teaching: Making sense of an uncertain craft*. New York: Teachers College Press.

Chapter 1: Uncertainty in teaching

Chapter 2: Learning to read teaching

Commentaries from group 1 by Sunday at 8pm

Responses from group 2 by Tuesday at 11 am

27 February 2007, Week 8: Taking stock: Discussion of projects and readings

6 March 2007: Spring Break

13 March 2007, Week 9: The TE doctoral program: Overview and discussion

20 March 2007, Week 10: Teaching as professional work

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Chapter 4: Career and Work Rewards

Chapter 5: Perspectives on Purpose

Chapter 6: Endemic Uncertainties

Chapter 7: The Logic of Teacher Sentiments

Optional reading:

Biklin, S. K. (1995). Can elementary school teaching be a career? In S. K. Biklin, *School Work: Gender and the cultural construction of teaching* (pp. 22-46). New York: Teachers College Press.

Commentaries from group 2 by Sunday at 8pm

Responses from group 3 by Tuesday at 11 am

Article Analysis due Friday 23 March 2007 by 5 pm

27 March 2007, Week 11: Teacher education as professional work

Darling-Hammond, L., and Bransford, J. (eds). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Josie-Bass).

Chapter 6: Teaching Subject Matter

Chapter 7: Teaching Diverse Learners

Chapter 10: How Teachers Learn and Develop

Chapter 11: The Design of Teacher Education Programs

Cochran-Smith, M. & Zeichner, K. ?

Commentaries from group 3 by Sunday at 8pm

Responses from group 1 by Tuesday at 11 am

3 April 2007, Week 12: Narratives in teaching

Braithwaite, E. R. (1959). *To sir with love* (pp. 22-73). London: The New English Library.

Codell, E. (2001). *Educating Esme: Diary of a teacher's first year* (pp. 22-66). Chapel Hill: Algonquin Books of Chapel Hill.

DuBois, W. E. B. (1906). On the meaning of progress from *Souls of black folk* (pp. 96-108). NY: New American Library.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare to teach* (pp. 17-32). D. Macedo, D. Koike, and A. Oliveira, trans. Boulder, CO: Westview Press.

Hankins, K.H. (1998). Cacophony to symphony: Memoirs in teacher research. *Harvard Educational Review*, 68(1), 80-95.

Tompkins, J. (1996). *A life in school: What the teacher learned* (pp. 1-65). Reading: MA: Perseus Books.

Commentaries from group 1 by Sunday at 8pm

Responses from group 2 by Tuesday at 11 am

10 April 2007, Week 13: Teacher education as a practice

Dewey, J. (1904/1965). The relation of theory to practice in education. In R. D. Archambault (Ed.), *John Dewey on education: Selected writings* (pp. 313-338). Chicago: University of Chicago Press

Labaree, D. F. (1996). The trouble with ed schools. *Educational Foundations*, 10(3), 1-19.

McWilliam, E. (1994). Slow and sharp: Reconstructing pre-service teacher socialization. In *In broken images: feminist tales for a different teacher education* (pp. 70-112). New York: Teachers College Press.

Zeichner, K. (2001). The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. *Teachers College Record*, 105(3), 157-181.

Analysis of Personal Narrative due Tuesday 10 April 2007 by 4 pm

Commentaries from group 2 by Sunday at 8pm

Responses from group 3 by Tuesday at 11 am

17 April 2007, Week 14: Teaching as a practice

Cochran-Smith, M. & Lytle, S. (1999). Relationships of knowledge and practice: Teacher learning communities. *Review of research in education*, 24, 249-305.

Lampert, M. (2001). *Teaching problems and the problems of teaching* (pp. 423-448). New Haven: Yale University Press.

Grossman, P., Wineberg, S., & Woolworth, S. (2001). Towards a theory of teaching community. *Teachers College Record* 103(6), 942-1012.

- Little, J. W. (2002). Locating learning in teachers' communities of practice: Opening up problems of analysis in records of everyday work. *Teaching and Teacher Education, 18*(8), 917-946.
- Paine, L., & Ma, L. (1993). Teachers working together: A dialogue on organizational and cultural perspectives on Chinese teachers. *International Journal of Educational Research, 19*(8), 675-697.

Guided freewrite in preparation for the personal statement

Commentaries from group 3 by Sunday at 8pm
Responses from group 1 by Tuesday at 11 am

24 April 2007, Week 15: Teacher education as a professional practice

- Goldhaber, D. D., & Brewer, D. J. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational Evaluation and Policy Analysis, 22*(2), 129-145.
- Paige, R. (2004). *Third annual report on teacher quality*.
http://www.ed.gov/about/reports/annual/teachprep/2004/teacherquality_pg3.html
- Wilson, S. M., Floden, R. F., & Ferrini-Mundy, J. (2001, March). *Teacher preparation research: Current knowledge, recommendations, and priorities for the future*. Center for the Study of Teaching Policy, University of Washington, Seattle, WA. (Available online at <http://www.depts.washington.edu/ctpmail/Reports.html#TeacherPrep>.)

Optional reading:

- Mitchell, D. E., & Kerchner, C. T. (1983). Labor relations and teaching policy. In L. S. Shulman, & G. Sykes (Eds.), *Handbook of teaching and policy* (pp. 214-238). New York: Longman.

1 May 2007, Finals week: Writing workshop on personal statements

Final personal statement to be e-mailed to us on 4 May 2006 by 5:00 pm

Due date and time	Assignment	Label Name of folder in Lessons on ANGEL
14 January 2007 8 p.m.	Commentary 1 from group 1	te902.yourlastname.comm1.doc comm1, group 1, responses, group 2
16 January 2007 11 a.m.	Response from group 2	te902.yourlastname.resptonameofpeer.doc comm1, group 1, responses, group 2
21 January 2007 8 p.m.	Commentary 1 from group 2	te902.yourlastname.comm1.doc comm1, group 2, responses, group 3
23 January 2007 11 a.m.	Response from group 3	te902.yourlastname.resptonameofpeer.doc comm1, group 2, responses, group 3
28 January 2007 8 p.m.	Commentary 1 from group 3	te902.yourlastname.comm1.doc comm1, group 3, responses, group 1
30 January 2007 11 a.m.	Responses from group 1	te902.yourlastname.resptonameofpeer.doc comm1, group 3, responses, group 1
6 February 2007 4 p.m.	Interview	te902.yourlastname.narrative.doc interview
18 February 2007 8 p.m.	Commentary 2 from group 1	te902.yourlastname.comm2.doc comm2, group 1, responses, group 2
20 February 2007 11 a.m.	Response from group 2	te902.yourlastname.resptonameofpeer.doc comm2, group 1, responses, group 2
18 March 2007 8 p.m.	Commentary 2 from group 2	te902.yourlastname.comm2.doc comm2, group 2, responses, group 3
20 March 2007 11 a.m.	Response from group 3	te902.yourlastname.resptonameofpeer.doc comm2, group 2, responses, group 3
23 March 2007 5 p.m.	Article analysis	te902.yourlastname.artanalysis.doc article analyses
25 March 2007 8 p.m.	Commentary 2 from group 3	te902.yourlastname.comm2.doc comm2, group 2, responses, group 3
27 March 2007 11 a.m.	Response from group 1	te902.yourlastname.resptonameofpeer.doc comm2, group 2, responses, group 3
1 April 2007 8 p.m.	Commentary 3 from group 1	te902.yourlastname.comm2.doc comm2, group 2, responses, group 3
3 April 2007 11 a.m.	Response from group 2	te902.yourlastname.resptonameofpeer.doc comm2, group 2, responses, group 3
8 April 2007 8 p.m.	Commentary 3 from group 2	te902.yourlastname.comm2.doc comm2, group 2, responses, group 3
10 April 2007 11 a.m.	Response from group 3	te902.yourlastname.resptonameofpeer.doc comm2, group 2, responses, group 3
10 April 2007 4 p.m.	Personal narrative	te902.yourlastname.narrative.doc personal narratives
15 April 2007 8 p.m.	Commentary 2 from group 3	te902.yourlastname.comm2.doc comm2, group 2, responses, group 3
17 April 2007 11 a.m.	Response from group 1	te902.yourlastname.resptonameofpeer.doc comm2, group 2, responses, group 3
4 May 2007 5 p.m.	Personal statement	te902.yourlastname.statement.doc personal statements