

# Research Seminar: The Professional Development of Urban Teachers

## EDS 774U

### Course Description

The purpose of this doctoral seminar is to discuss, analyze, and synthesize the existing research on urban teacher professional development. This seminar will explore the following issues related to professional development: definitions, associated terms, standards, teacher supply and demand, best practices, models, barriers, evaluation strategies, and the sociological, cultural, and political contexts.

### Course Requirements

	% of grade
1. Class Participation and Facilitation of Assigned Discussions	30
2. Midterm Examination	30
3. Final Project or Paper	40

#### 1. Course participation:

This course is a readings/discussion course; hence attendance and participation class sessions are very important. The degree to which students have mastered the required readings will be determined by participation in all class discussions and the student's facilitation of the class discussion on his/her assigned date. Each student is to schedule an appointment with me before his/her assigned date to discuss plans for leading the class discussion.

#### 2. Examination:

An open book examination will be given mid term.

#### 3. Paper or Research Project:

Each student will submit a proposal for a paper or mini research project by week 3. The projects or papers will be presented to the class on December 5<sup>th</sup> and 12<sup>th</sup>.

### Grades

A = 100 - 96

A- = 95 - 91

B = 90 - 86

B- = 85 - 81

C = 80 - 76

### Required Readings: Book

Guskey, T. R., & Huberman, M. (Eds.) Professional development in education: New paradigms and practices. New York: Teachers College Press

## Required Readings: Book Chapters, Monographs, Articles

- Archer, J. (June 14, 2000). Changing the name of the game. Education Week.
- Birman, B. F. et al. (2000). Designing professional development that works. Educational Leadership, 28-33.
- Center for the Study of Teaching Policy. (1999). State action to improve teaching.
- Center for the Study of Teaching Policy. State teaching policies and student achievement.
- Cochran-Smith, M. (Summer 2000). Blind vision: Unlearning racism in teacher education. Harvard Educational Review, 70(2), 157-190. (*Get copy from library.*)
- Council of Great City Schools. (2000). The urban teacher challenge. Washington, DC: Author.
- Gomez, M. L. (1996). Prospective teachers' perspectives on teaching "other people's children." In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), Currents in reform in preservice teacher education (pp. 109 - 113). New York: Teachers College Press.
- Haycock, K. (2000). Honor in the boxcar. Thinking K-12, 4(1), 1 – 8. Education Trust: Washington, DC.
- Murrell, P. C. (1998). Like stone soup: The role of the professional development school in the renewal of urban schools. Washington, DC: AACTE.
- Popham, W. J. (1997). Using participant-satisfaction forms to evaluate staff development programs. NASSP Journal, 81, 112-116.
- Quality Counts 2000. Who should teach? The states decide. Education Week.
- Saphier, J. D. (1994). Bonfires and magic bullets: Making teaching a true profession. Carlisle, MA: Research for Better Teaching.
- Speck, M. (1996). Best practice in professional development for sustained educational change. ERS Spectrum, 14(2), 33-41.
- Yeo, F. L. (1997). Inner-city schools, multiculturalism, and teacher education: A professional journey. New York: Garland Publishers.
- Zeichner, K., & Melnick, S. (1996). The role of community field experiences in preparing teachers for cultural diversity. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), Currents in reform in preservice teacher education (pp. 176-196). New York: Teachers College Press.
- Zeichner, K. (1999). The new scholarship in teacher education. Educational Researcher, 4-15.

## Required Reading from Web Sites

### ONE-STOP WEB SITE FOR TEACHER PROFESSIONAL DEVELOPMENT

The National Staff Development Council web site contains extensive information on traditional staff development and more interactive programs such as study groups, action research, and peer coaches. You can also find their recently released National Plan for Improving Professional Development.

<http://www.nsd.org>

## Recommended References

### General Knowledge

Lieberman, A. (1998) (Ed.) (1988). Building a professional culture in schools. New York: Teachers College Press.

Walling, D. R. (Ed.) (1994). Teachers as leaders: Perspectives on the professional development of teachers. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Sparks, D., & Hirsh, S. (1997). A new vision for staff development. Alexandria, VA: ASCD.

Sparks, D., & Hirsh, S. (1997). A paradigm shift in staff development. Alexandria, VA: ASCD.

### Professional Development as a Personal and Professional Journey

Meier, D. (1997). Learning in small moments. New York: Teachers College Press.

Duckworth, E. (1997). Teacher to teacher: Learning from each other. New York: Teachers College Press.

Wasley, P. A. (1994). Stirring the chalkdust: Tales of teachers changing classroom practice. New York: Teachers College Press.  
(from Coalition of Essential Schools)

Wasley, P. A. (1991). Teachers who lead. New York: Teachers College Press.

Bullough, R. V., & Baughman, K. (1997). "First-year teacher"--Eight year later: An inquiry into teacher development. New York: Teachers College Press.

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American children. San Francisco: Jossey-Bass Publishers.

Foster, Michele. Black teachers on teaching. New York: The New Press.

Ayers, W. (1993). To teach: The journey of a teacher. New York: Teachers College Press.

### Models of Professional Development

Levine, M., & Trachtman, R. (Eds.) (1997). Making professional development schools work: Politics, practice, and policy. New York: Teachers College Press.

Cochran-Smith, M., & Lytle, S. (1993). Inside/outside: Teacher research and knowledge. New York: Teachers College Press.

Elmore, R.F. (1996). Staff development and instructional improvement: Community District 2, New York City. New York: NCTAF

Lieberman, A., & Grolnick, M. (1997). Networks, reform, and the professional development of teachers. In A. Hargreaves (Ed.) Rethinking educational change with heart and mind (pp. 192 - 215). Alexandria, VA: ASCD.

### Professional Development: The Socio-Cultural Context

Anyon, J. (1997). Ghetto schooling: A political economy of urban educational reform. New York: Teachers College Press.

Grimmett, P. P., & Neufeld, J. (1994). Teacher development and the struggle for authenticity: Professional growth and restructuring in the context of change. New York: Teachers College Press.

Lipman, P. (1998). Race, class, and power in school restructuring. Albany: State University of New York Press

Little, J. (1993). Teachers' professional development in a climate of educational reform. Educational Evaluation and Policy Analysis, 15(2), 129-151.

McLaughlin, M. W., & Oberman, I. (Eds.) (1996). Teacher learning: New policies, new practices. New York: Teachers College Press.

Popkewitz, T. S. (1998). Struggling for the soul: The politics of schooling and the construction of the teacher. New York: Teachers College Press.

Ríos, F. A. (1996). (Ed.) Teacher thinking in the cultural context. Albany: State University of New York Press.

Sleeter, C. Keepers of the American dream. London: The Falmer Press.

Weiner, L. (1993). Preparing teachers for urban schools. New York: Teachers College Press.

Westheimer, J. (1998). Among schoolteachers: Community, autonomy, and ideology in teachers' work. New York: Teachers College Press.

### **Recommended Web Sites**

#### **PROFESSIONAL DEVELOPMENT RESOURCES FOR TEACHERS**

The fourth goal in the U.S. Department of Education's Goals 2000 states: "The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century". Education World provides information, resources and links to help teachers fulfill their obligations. [http://www.education-world.com/pro\\_dev/](http://www.education-world.com/pro_dev/)

#### **TEACHING TEACHERS EFFECTIVELY**

As the nation focuses on raising school standards, the American Federation of Teachers (AFT) and Teachscape, an education technology company, are teaching teachers on the Internet. The two organizations are creating a web site that showcases how other teachers may solve a teaching problem or approach a certain subject. The web site will use actual classroom videos and other multimedia. For more information, visit the AFT at: <http://www.aft.org/press/index.html>

Council of Great City Schools. [www.cgcs.org](http://www.cgcs.org). Go to What Works in Urban Education and then to Professional Development link.

#### **NEW TEACHER SURVIVAL GUIDE**

Award-winning first-year teachers talk candidly about their successes & setbacks during that first year. They tell about the importance of forming relationships with professors, parents, & colleagues. Many of these 53 teachers speak of the need for hands-on assistance from mentor teachers. This 27-page guide includes tips for working with veteran teachers, parents, principals, & professors. <http://www.ed.gov/pubs/survivalguide/>

#### **TEACHERS LEAVING THE PROFESSION FOR HIGHER PAYING JOBS**

It started as a "range war" in the south central U.S. as states looking for qualified teachers used higher salaries and bonuses to woo educators across borders. The trend has spread to the rest of the nation, and school districts across the country are having to step up and offer better incentives and higher pay.

<http://pnnonline.org/education/salaries0803.adp>

#### STANDARDS-BASED TEACHER EDUCATION PROJECT (STEP) RELEASES FINDINGS

This report features findings from a three-year effort to redesign teacher education. The goals of the STEP project are to ensure that all American teachers know their subjects, know how to teach their subjects, and know how to assess student learning.

<http://www.c-b-e.org/step/stepmenu.htm>

#### TEACHERS TAKE CHARGE OF THEIR LEARNING

The first-ever national survey of teachers' own views about professional development, conducted for this National Foundation for the Improvement of Education report, found that the top reason for participating in professional development, as cited by teachers, is to bolster their ability to help students learn. Asked what topics they would most like addressed in a training seminar, ninety-three percent of the respondents indicated that they would like to learn how to involve parents more effectively in their children's learning and how to use information technologies for instructional purposes.

<http://www.nfie.org/takechar.htm>

#### TEACHING FOR HIGH STANDARDS: CPRE POLICY BULLETINS AVAILABLE ONLINE

Eight short policy briefs by education researchers such as Linda Darling-Hammond, Deanna Burney, Dick Elmore, and John Bishop are available on topics such as creating a professional development community and the relationship between teacher knowledge and student academic success. A great summary of current research is included and outlines what states are doing to promote excellence in teaching.

<http://www.gse.upenn.edu/cpre/docs/pubs/bulletins.html>

#### WHAT MATTERS MOST: TEACHING FOR AMERICA'S FUTURE

In September 1996, the National Commission on Teaching & America's Future proposed to the nation an audacious goal: "By the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, caring, and qualified teachers." In pursuit of this goal, the Commission has launched a comprehensive effort to transform teacher development in ways that will dramatically enhance student academic achievement and has created a reform agenda for how teachers are prepared, recruited, selected, inducted, and supported, and how schools support, assess, and reward their work.

<http://www.tc.columbia.edu/~teachcomm/>

#### DEPARTMENT OF EDUCATION SITE ON PROFESSIONAL DEVELOPMENT

The Department of Education web site focuses on professional development and teacher preparation. Information can also be found about Eisenhower Professional Development Activities.

<http://ed.gov/teacherquality/development.html>

### Schedule of Class Activities

Sept. 5	Course overview, expectations, requirements  <b>The ABC of Teacher Education: Definitions and Standards of Professional Practice</b> (NCATE, INTASC, NBPTS, NCTAF, DOE, AFT, Praxis)
Sept. 12	<b>Introductory Readings</b> Saphier monograph Zeichner article in Educational Researcher

	<b>Teacher Supply and Demand</b> The Urban Teacher Challenge Haycock article Quality Counts
Sept. 19	<b>What Works</b> Guskey Chapter 5 Speck article Birman article NSDC National Plan for Teacher Professional Development (web site)  <b>Professional Development as a Personal and Professional Journey</b> Guskey: chapters 1, 2, 8, 9
Sept. 26 Oct. 3	<b>The Sociological, Cultural, and Political Contexts – Preservice</b> Gomez article - preservice Zeichner chapter – preservice Cochran-Smith-preservice
Oct. 10	<b>The Sociological, Cultural, and Political Contexts – Inservice</b> Yeo chapter Center for Study of Teaching Policy articles Archer article
Oct. 17	Fall Break
Oct. 24	Examination
Oct. 31 Nov 7	<b>Professional Development Models</b> ESEP (Emory) CULTURES (Emory) Expeditionary Learning (National) Center for Urban Educational Excellence (GSU) Read: Murrell on Professional Development Schools
Nov. 14	Panel of Principals and Staff Development Administrators
Nov. 21	<b>Evaluation of Professional Development</b> Popham article
Nov. 28	Preparation for class presentations and individual student conferences
Dec 5-12	Class Presentations