

TEACHER PROFESSIONAL DEVELOPMENT: THEORY AND PRACTICE¹

Fall 2018

Beijing Normal University
Faculty of Education

Time & Location: Instructor:

1:00-4:00 PM, Tuesday Dr. LIAO Wei (廖伟博士)
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PURPOSES

- To learn the existing knowledge, current issues, and future directions of teacher learning and professional development in the global context.
- To become critical consumers of the research and literature about teacher learning and professional development.
- To enhance your scholarly capacity for researching teacher learning and professional development as we form a community of scholars.

GENERAL TRAJECTORY

Traditionally, teacher professional development refers to in-service teachers' continuous learning and development throughout their teaching careers. However, as indicated by existing literature on teacher education, teachers' pre-service education is also an indispensable stage of educators' learning and professional development and it is tightly connected to teacher's in-service experiences. Therefore, in this course, teacher professional development shall be understood as a life-long endeavor of teacher's learning to teach in both pre-service and in-service stages. With that said, this course is divided into three cumulative sections.

Section 1: Explore the theoretical underpinnings of teacher learning and professional development

Section 2: Examine the learning and professional development of pre-service teachers

Section 3: Track down the continuous learning and development of in-service teachers

¹ The learning materials and schedules are subject to changes. The instructor will make necessary adjustments to better accommodate the students' interests and learning needs throughout the semester.

CLASS EXPECTATIONS

1. This class will be organized in the form of seminar, which means that it is anchored around class discussions. In order for the seminar format to work, students must have completed the readings for the class ahead of time and come prepared to discuss them. Reading academic texts is different than reading a novel or news articles. I am happy to provide you with strategies for unpacking and analyzing academic texts.
2. I expect students to attend class regularly and to participate actively in class discussions and activities. It is especially important that you use your notes on the readings to think about the big ideas of each piece before class so you can contribute to our collaborative analytical efforts. Bring the readings to class. If for any reason you must miss class, please notify me beforehand and ask a classmate to take notes for you.
3. Note that participation does not mean talking a lot. Be mindful of the ways your comments are connecting to the flow of the conversation and what has already been discussed. From time to time, I may ask you to come to class prepared to respond to a particular question that emerged from the readings or to continue a class discussion online. These tasks will also be counted as participation.
4. Assignments must be completed on time. If for any reason an assignment will be late, please talk with me ahead of time. Without permission, all assignments will be graded down by ½ grade for every day late.
5. All of your written work will be held to high standards and should conform to proper rules of grammar, usage, punctuation, and spelling. It may be helpful for you to have someone proofread your paper before you turn it into me. Please use APA format for structuring your written assignments, since that is the standard for our field. Here is an online resource you may refer to for details about the APA format:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.
6. Grading: Assignments will be weighed according to the following scheme:
 - Defining learning to teach – 10 %
 - Participation – 10 %
 - Unpacking an article – 10 %
 - Critical reaction papers – 30 %
 - Research project/paper (Including peer review) – 40 %
7. I welcome you to come talk to me about the readings or your interests outside of class.

ASSIGNMENTS

A note about assignments: One purpose of this class is to provide you with opportunities to legitimately participate in the valued practices of the academic profession. In other

words, I have purposefully constructed the assignments so that you can engage in the work required of academics, and you will do so in a safe and collaborative community of peers.

1. Defining learning to teach

We will begin our semester by defining and unpacking our current thinking about “learning to teach”, perhaps the most important concept underlying teachers’ professional development. As emerging scholars, teacher educators, and policymakers, you should be able to articulate your vision of “learning to teach”. Your initial definition and explanation of “learning to teach” will change as the semester progresses. It is good practice, therefore, to take a stance about a contentious issue (i.e., learning to teach) and to trace how your ideas develop.

Please email me a response to this prompt by **11:59PM, Sunday, September 16th** – “I define “learning to teach as _____”. I developed/used this definition because _____”

Feel free to consider:

- a bit about some of your ideas about learning to teach and from where they come;
- reflect on your own learning to teach;
- identify some of the influences on your professional identity and practices; and
- provide a brief analysis of how you make sense of your development as an educator.

Your response has a 5-page limit (12 font size, double-spaced). I encourage you to use this as an exercise in clearly stating your ideas to a reader.

2. Unpacking an article

One purpose of this seminar is to provide you with an opportunity to practice for your current and future work as scholars, educators, policymakers, etc. In this class, you have an opportunity to practice unpacking, describing, and analyzing the arguments and ideas of your colleagues in the field of teacher education.

You (and 1 partner if you choose) will select one article to discuss with our class community. In the week prior to your presentation, you are welcome to meet with me to discuss the article. Your grade for this assignment consists of two parts:

Part 1 (5%): Write out responses to the following questions about each section and email it to me prior to/at the start of class.

- INTRODUCTION
WHAT IS THE PROBLEM (OR PROBLEMS) THE AUTHOR WILL ADDRESS? WHAT ARE THE REASONS FOR ADDRESSING THE PROBLEM?

- LITERATURE REVIEW

How is the literature review organized? What role does it play in the article?

- CONCEPTUAL FRAMEWORK

How is the conceptual framework is assembled? What role does it play in the article? How is it connected to the way the research questions are posed, the data is collected, and claims made and discussed?

- IDENTIFYING MAJOR CLAIMS AND EVIDENCE FOR CLAIMS

What are the major claims in this article? How do you know? What evidence is used to back up the claim?

- YOUR ANALYSIS OF THE ARTICLE

What is your stance on this article? Do you agree with the claims? If so, why? If not, why? How does this article shape on your understanding of teacher education?

Part 2 (5%): 15-20 minute presentation/discussion about the article

You will have 25-30 minutes to present and begin a discussion about the article during class. You should unpack, describe, and analyze each section of the article. You should also provide opportunities for your colleagues to share their ideas and ask questions. I highly encourage your unique interpretation about “what counts” as a presentation – the purpose of it is to catalyze a conversation about the ideas for the week.

3. Critical reaction papers (30%)

You are required to write *three (3)* short reaction papers during the semester, with the due dates of:

October 14th

November 18th

December 9th

You may submit a paper earlier than those dates if you choose. In each of these papers you should provide a brief critical response to some significant issue you encountered in (an) assigned reading(s) for a particular week. You should not summarize the argument of individual readings: assume we share an understanding of the argument. Instead, pick a *major issue* from the reading (s) for the week that catches your attention and briefly develop it. Some possible questions you might address:

- What perspective(s) are represented in the reading?
- Whose perspectives are apparently overlooked?
- What aspect of the argument needs to be better developed?

Feel free to make connections with other things you know or have read, but be sure that you draw on the readings from that week for some of your evidence or ideas or examples.

These papers should not exceed *three* (3) pages (12 font size, double-spaced) and must be submitted to me by email on the day the particular reading(s) will be discussed in class.

4. Research paper/project

Presentation date: December 25th

Paper due date: January 4th

Choose one of the following options. Regardless of the option you select, this assignment should be a 15 to 20 pages paper (12 font size, double-spaced). You may work with a partner if you choose.

Option #1: Do a mini-research project on the pedagogy of one of the courses in Beijing Normal University Center for Teacher Education Research (CTER)'s Master's Program of Chinese/English Teacher Education Program. With the permission of the instructor, observe at least two sessions of a teacher education class. Interview the instructor and students about what you observed. Analyze the class and how it seems to affect students' learning. To clarify, "students" here refer to the students of the teacher education programs, not the students in primary or secondary schools. In your analysis, be sure to incorporate readings from the class. If you encounter difficulties in obtaining access to the teacher education classes, please contact me, and I will help you out.

Option #2: Do a mini-research project on the pedagogy of a professional development program. With the permission of the program coordinator (Ms. HOU Shujing, email: shujhou@163.com), observe at least two sessions of some professional development opportunities. Interview the instructor and teachers about what you observed. Analyze the PD sessions and how they seem to affect teachers' learning. In your analysis, be sure to incorporate readings from the class.

Option #3: Review a set of articles (approximately 15) that helps you make sense of some particular interest you have in "teacher professional development" work. This paper is broader than the other two options, so I can help you construct a topic based on your interests and needs.

Your grade for the paper comes from four parts:

Part 1 - Topic (5%): Please email me a 1-2 paragraph description of the paper you intend to write. Indicate the option you are selecting and why this topic is interesting to you, and your plan and timeframe for collecting and analyzing data/reviewing articles and constructing an argument. You can submit this to me in person or via email. **Due date: October 7th.**

(NOTE: I am happy to read paper drafts as the due date approaches. Please let me know if you would like to discuss your paper's progression)

Part 2 - Peer review (5%): One feature of the academic profession is peer review – the process by which we share ideas with colleagues for the purpose of constructive feedback to enhance the written work. You will practice peer review on a colleague’s paper draft using the rubric for the final paper. You will receive the draft of your colleague’s paper by **December 16th**. The review is due back to your colleague (with an email copy sent to me), by **December 23rd**.

Part 3 – Presentation (10%): The last class will offer an opportunity for you to share your papers/projects with the class. Depending on the size of the class and the organization of people working as individuals or with a partner, we will decide on the time limit of presentations as the date approaches.

Part 4 – Final paper (20%): You should consider and critically incorporate your classmates’ comments on your paper draft and presentation as you revise and finalize your paper. You should email me the finalized version of your paper by **January 4th**.

**See the Following Pages for Course Schedule, Reading Materials, and
Assignments Due Dates**

Class	Topic	Readings	Assignments
Section 1: Explore the theoretical underpinnings of teacher learning and professional development			
1 (9/11)	Course introduction & What counts as quality teaching?	Kennedy, M. (2016). Parsing the practice of teaching. <i>Journal of Teacher Education</i> , 67(1), 6-17. Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. <i>Teachers College Record</i> , 107(1), 186-213. Paine, L. W. (1990). The Teacher as Virtuoso: A Chinese Model for Teaching. <i>Teachers College Record</i> , 92(1), 49-81.	Sign up for the “Unpacking an article” (i.e., choose one article from the reading list to unpack)
2 (9/18)	Visions of learning and lenses for seeing it	Bransford, J., Derry, S., Berliner, D., & Hammerness, K. (2005). Excerpt from Chapter 2, Theories of learning and their roles in teaching (pp. 40-71). In L. Darling-Hammond & J. Bransford, J. (Eds), <i>Preparing teachers for a changing world: What teachers should know and be able to do</i> . San Francisco, CA: Jossey-Bass. Kelly, P. (2006). What is teacher learning? A sociocultural perspective. <i>Oxford Review of Education</i> , 32, 505-519. Putnam, R.T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? <i>Educational Researcher</i> , 29, 4-15. Skinner, B. F. (1954). The science of learning and the art of teaching. <i>Harvard Educational Review</i> , 24(2), 86-97.	The paper of defining “Learning to teach” is due by 9/16
3 (9/25)	The issues of evidence	Wilson, S.M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. <i>Review of Research in Education</i> , 24, 173-209. Levin, D., Hammer, D., & Coffey, J. (2009). Novice teachers’ attention to student thinking. <i>Journal of Teacher Education</i> , 60(2), 142-154. Gee, J.P. (2001). Identity as an analytic lens for research in education. <i>Review of Research in Education</i> , 25, 99-125.	
No class meeting on 10/2 due to China National Day Holidays			
4 (10/9)	Professional learning: A cross-profession analysis	Gawande, A. (2002, January 28). The learning curve. <i>The New Yorker</i> , 52-61. Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice: A cross-professional perspective. <i>Teachers College Record</i> , 111(9), 2055-2100. Shulman, L. S. (1998). Theory, practice, and the education of professionals. <i>Elementary School Journal</i> , 98, 511-526.	Topic of final paper is due by 10/7

Section 2: Examine the learning and development of pre-service teachers			
5 (10/16)	The knowledge conundrum	<p>Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. <i>Harvard Educational Review</i>, 57(1), 1–22.</p> <p>Abell, S. K. (2008). Twenty years later: Does pedagogical content knowledge remain a useful idea? <i>International Journal of Science Education</i>, 30(10), 1405-1416.</p> <p>Cochran-Smith, M. & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. <i>Review of Research in Education</i>, 24(1), 249–305.</p>	Critical reaction paper #1 due by 10/14
6 (10/23)	The practice conundrum	<p>Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? <i>Journal of Teacher Education</i>, 61(1), 21–34.</p> <p>Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), <i>Teaching as the learning profession</i> (pp. 3-31). San Francisco, CA: Jossey-Bass.</p> <p>Ball, D., Sleep, L., Boerst, T., & Bass, H. (2009). Combining the development of practice and the practice of development in teacher education. <i>The Elementary School Journal</i>, 109(5), 458–474.</p>	
7 (10/30)	Pre-service teacher learning across contexts	<p>Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support teacher. <i>Journal of Teacher Education</i>, 52(1), 17-30.</p> <p>Cook-Sather, A. (2009) "I Am Not Afraid to Listen": Prospective teachers learning from students. <i>Theory Into Practice</i>, 48(3), 176-183.</p> <p>Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. <i>Elementary School Journal</i>.</p>	
Section 3: Track down the continuous learning and development of in-service teachers			
8 (11/6)	Typical practice and conventional wisdom about "good" professional development	<p>Borko, H. (2009). Professional development and teacher learning: Mapping the terrain. <i>Educational Researcher</i>, 33(8), 3-15.</p> <p>Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. <i>Teaching and Teacher Education</i>, 27(1), 10-20.</p> <p>Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. <i>American Educational Research Journal</i>, 38, 915-945.</p>	

<p>9 (11/20)</p>	<p>Learn and develop through <i>lesson study</i></p>	<p>Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. <i>Educational Researcher</i>, 35(3), 3-14. Zhang, H., Yuan, R., & Liao, W. (forthcoming). EFL teacher development facilitated by lesson study: A Chinese perspective. <i>TESOL Quarterly</i>. Yang, Y. (2009). How a Chinese teacher improved classroom teaching in <i>Teaching Research Group: A case study on Pythagoras theorem teaching in Shanghai</i>. <i>ZDM</i>, 41(3), 279-296.</p> <p>Note: The World Association of Lesson Studies 2018 International Conference will be held at Beijing Normal University from November 23rd to 26th, 2018. Students are encouraged to attend at least one session of the conference to extend your learning of lesson study through this opportunity.</p>	<p>Critical reaction paper #2 due by 11/18</p>
<p>10 (11/27)</p>	<p>Learn and develop through <i>action research</i></p>	<p>Levin, B. B., & Rock, T. C. (2003). The effects of collaborative action research on preservice and experienced teacher partners in professional development schools. <i>Journal of Teacher Education</i>, 54(2), 135-149. Somekh, B., & Zeichner, K. (2009). Action research for educational reform: Remodelling action research theories and practices in local contexts. <i>Educational Action Research</i>, 17(1), 5-21.</p>	
<p>11 (12/4)</p>	<p>Learn and develop through <i>technology-empowered opportunities</i></p>	<p>Lawless, K. A., & Pellegrino, J. W. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. <i>Review of Educational Research</i>, 77(4), 575-614. Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. <i>Teacher Development</i>, 18(3), 403-417. Carpenter, J. P., & Krutka, D. G. (2015). Engagement through microblogging: Educator professional development via Twitter. <i>Professional Development in Education</i>, 41(4), 707-728.</p>	
<p>12 (12/11)</p>	<p>Learn and develop through <i>studying abroad</i></p>	<p>Smith, K. (2009). Transnational teaching experiences: An under-explored territory for transformative professional development. <i>International Journal for Academic Development</i>, 14(2), 111-122. McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. <i>Review of Educational Research</i>, 70(1), 3-24. Liao, W., Yuan, R., & Zhang, H. (2017). Chinese language teachers' challenges in teaching in US public schools: A dynamic portrayal. <i>The Asia-Pacific Education Researcher</i>, 26(6), 369-381.</p>	<p>Critical reaction paper #3 due by 12/9</p> <p>In this class, we will discuss and decide how to pair up for peer-reviewing your final papers</p>

13 (12/18)	Learn and develop for what? Connecting teachers' work to the global pursuit of equity and justice	Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. <i>Education Inquiry</i> , 6(3), 273-11. Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i> , 41(3), 93-97. Martin, F., & Griffiths, H. (2012). Power and representation: A postcolonial reading of global partnerships and teacher development through North–South study visits. <i>British Educational Research Journal</i> , 38(6), 907-927.	Final paper draft due to your paired classmate for peer review by 12/16 .
14 (12/25)	Presentations of research projects	Students take turns to present their final projects. The sequence of the presentations will be made according to the topics of the projects, and will be released about one week before the class meeting.	Peer review comments due by 12/23
<p>No class meeting in the final exam week (2018/12/31-2019/1/6). Students will work on their research project papers in this week. Final paper is due by 1/4</p>			