

Discussion Leadership

Cochran-Smith, Darling-Hammond & Bransford texts

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EDF 7917 – Instructional Policies and the Teaching Profession

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Discussion Leadership (ongoing)

Attendance and weekly discussion leadership of the Cochran-Smith, Darling-Hammond & Bransford texts.

Criteria for Discussion Leadership

Clear goals for discussion, clarity, pacing, listening, engagement of participants, relate to class content, relate to daily lived reality. For the Cochran-Smith book, prepare a 3 x 5 inch index card with possible questions you plan to pose. For the Darling-Hammond & Bransford book, use a different color 3 x 5 inch index card to pose possible questions you may be asked as part of the qualifying exam.

Class Schedule: January 18, 2011 – A Vision of Professional Practice.

Cochran-Smith, Chapters 1-2

Chapter 1: Teacher Education at the Turn of the Century

How does politics play a role in teaching and teacher education?

Chapter 2: Gambling on the Future

Explain the role of high stakes testing in K-12 curriculum using specific examples.

Class Schedule: January 18, 2011 – Introduction.

Darling-Hammond & Bransford, Chapter 1

Page 36 - Teaching Diverse Learners

Discuss the skill sets teachers need to provide an adequate and equitable education to all students.

Page 37 – Managing Classrooms

Evaluate the research on effective classroom management and its correlation to curriculum.

Class Schedule: January 18, 2011 – Nieto.

Plaut and Sharkey.

Essential Question: How can schools successfully educate all students in the face of federal mandates to promote student achievement?

Class Schedule: January 25, 2011 – Developing a Conceptual Framework for Teaching and Learning, Cochran-Smith, Chapters 3-4

Chapter 3: The Questions that Drive Reform

What are the attributes and qualities of good teachers, prospective teachers, and/or teacher education programs?

Chapter 4: Learning to Teach Against the (New) Grain

How do standards relate to policy?

According to Thiessen (2000), “teacher training has become painting by numbers...” Differentiate between painting by numbers versus data-driven instructional decision making.

Class Schedule: January 25, 2011 – Theories of Learning and Their Roles in Teaching.

Darling-Hammond & Bransford, Chapter 2

Concepts of learning are instrumental in trials to improve education. Elaborate on three theories of learning and its impact on teaching methodologies.

Class Schedule: January 25, 2011 – Hadden.

Plaut and Sharkey.

Essential Question: To what extent are teachers agents of change or disciples? Use specific theorists and/or examples to outline a liberatory curriculum and a state-mandated/regulated curriculum.

Class Schedule: February 1, 2011 – Cultural Contexts and Learning. Cochran-Smith, Chapters 5-6

Chapter 5: Multicultural Education: Solution or Problem for American Schools?

Define culturally responsive teaching and its influence on bridging the achievement gap.

Compare and contrast theories on the purpose of multiculturalism.

Chapter 5: Higher Standards for Prospective Teachers: What's Missing From the Discourse?

To what extent are teachers activists for social change?

Elaborate on the higher standards discourse and the challenges that face new teachers.

Class Schedule: February 1, 2011 – Educating Teachers for Developmentally Appropriate Practice.

Darling-Hammond & Bransford, Chapter 3

Examine the factors that are evident in an effective teacher.

How can a conceptual framework for analyzing learning and teaching be developed?

Discuss the relationship between theorists and community-centeredness citing specific examples.



Class Schedule: February 1, 2011 – Ballanger.

Plaut and Sharkey.

Essential Question: What are the overarching differences in cultural behavior between North American teachers and Haitian-American teachers?

North American Teachers	Haitian-American Teachers
1. Reprimands are viewed as “put downs.” Avoidance of “no” or “don’t”	1. Reprimands are confirming and strengthen relationship
2. Accustomed to nuclear (small) families	2. Accustomed to extended (larger) families in Haiti; slightly smaller in the U.S.
3. Cultural behavior seems strange and inexplicable	3. Cultural behavior promotes familiar values and practices

REFERENCES

Cochran-Smith, M. (2006). Policy, practice, and politics in Teacher Education.

Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L., & Bransford, J. (Eds.) (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, Jossey-Bass.

Plaut, S. and Sharkey, N. (Eds.). (2003). Education policy and practice: Bridging the divide. Cambridge: MA: Harvard Educational Review, No. 37.