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**EDPS 7960 Special topics: Learning to Teach**

**Instructor: Dr. David Stroupe**

**Email: david.stroupe@utah.edu**

**Office and Hours: SAEC 3266,** **by appointment**

**Class meeting time: Tuesdays from 12:25PM-03:25PM**

**Class Location:** [**SAEC 3151**](http://map.utah.edu/index.html?code=SAEC)

This course will be held in person; **however, we may move to Zoom in case of emergencies or extreme weather.** You will be expected to attend class in person and complete assignments on time. Changes to this policy are up to the discretion of the instructor.

**Class link for zoom if needed:** <https://utah.zoom.us/j/5986658768>

**Resource Librarian: Dorothy Terry** (College of Education Library Liaison, Marriott Library)

**Email:** dorothy.terry@utah.edu

**Course Overview**

“In medicine, as in any profession, we must grapple with systems, resources, circumstances, people – and our own shortcomings, as well. We face obstacles of seemingly unending variety. Yet somehow we must advance, we must refine, we must improve.” – Atul Gawande (*Better: A surgeon’s notes on performance*, p. 8)

*Introduction*

As indicated by the course title, this class will focus on what, how, and why teachers learn. One important feature of this course is that we will frame learning to teach as a career-long endeavor. Therefore, the course will not focus exclusively on one particular moment in teachers’ learning trajectories; rather, we will think together about how teachers learn their profession from pre-service experiences to professional development throughout their career.

*Purposes of class*

1. To catalyze development of your theories of learning to teach as we form community of scholars.
2. To prepare you to plan, carry out, analyze, and present research or literature synthesis about teacher learning.
3. To become critical consumers of the research and literature about learning to teach.

*General trajectory*

To provide structure for our co-learning and conversations, this class is divided into three overlapping sections.

* The first 1/3 of the course provides us with an opportunity to unpack the tacit assumptions we all harbor about learning to teach. Individually and collectively, we will theorize about, and define, “learning” and “teaching”. Regardless of your future career paths, you should be able to articulate your vision of the dual features of the course title – you will continue to develop your vision of how people learn, and you will take a stance on “what counts” as teaching and relate it your vision of how people learn complex professional work.
* The second 1/3 of the course applies our developing ideas about “learning” and “teaching” to the preparation of beginning teachers. As you are aware, whatnovice teachers learn in their preparation programs, how they learn, and why teacher educators choose to provide particular learning opportunities to beginners are idiosyncratic and contentious. Therefore, we will discuss how to novices can/should learn to teach, and how we can/should prepare them for their imminent professional work.
* The final 1/3 of the course applies our developing ideas about “learning” and “teaching” to the complicated reality of teachers during their school career. Teacher learning does not end with preservice education and teachers’ initial certification processes. During this time, we will address topics involving how people learn in the context of professional work, how professional development can help/hinder teacher learning, and how researchers (and teachers) define a learning trajectory that frames any systems of support for ongoing professional learning.

**Class Expectations/Assessment**

1. This class is a seminar, which means that it is anchored around class discussions. In order for the seminar format to work, people 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. *Please* *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. Incompletes will only be given under unusual circumstances.
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 yoau to have someone proofread your paper before you turn it into me. Please use APA guidelines for citations, since that is the standard for our field: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>.
6. Grading: Assignments will be weighed according to the following scheme:

Defining learning to teach – 10 %

Participation – 10 %

Unpacking an article – 20 %

Podcast – 20 %

Research project/paper (Including peer review) – 40 %

1. 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”. 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 (learning to teach) and to trace how your ideas develop.

Please email me a response to this prompt by **January 16** (11:59pm on Jan. 16 is fine) – “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 3-page limit (double spaced) – I encourage you to use this as an exercise in clearly stating your ideas to a reader.

1. 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 submit to me prior to/at the start of class (email is acceptable)**

*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%): 45 minute presentation/discussion about article**

You will have 45 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.

###### **PODCAST**

In groups of 2-3, you will produce a 10-min, audio-recorded podcast synthesizing ideas from a cluster of 2-3 weeks of readings. You will model your podcast on the entertaining “Stopwatch Science” format used in NPR’s *Hidden Brain* podcast (see <http://www.npr.org/podcasts/510308/hidden-brain>for examples. I will also put samples from previous classes on Canvas).

There will be 3 clusters; your group will sign up to create a podcast for 1 cluster:

* Cluster #1: Issues of preservice teacher education (Due February 27)
* Cluster #2: Issues of continuing teacher education (Due April 9)

This is an opportunity to practice the important skill of distilling complex research results and theoretical arguments into succinct sound-bytes accessible to a non-research audience. I have also found that if you write a script for the podcast, the script can be useful to distribute to our class as a resource for listening and reflection. More detail will be provided in class.

4. Research Paper/Project:

**PRESENTATION: April 23**

**PAPER DUE: April 29**

Choose one of the following options. Regardless of the option you select, this assignment should not exceed 15 double-spaced pages (including References). 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 the Utah teacher education program. With the permission of the instructor, observe at least three sessions of a teacher education class, practicum, or supervisory group. Interview the instructor and students about what you observed. Analyze the class and how it seems to affect students’ learning. In your analysis, be sure to incorporate readings from the class.

*Option #2*: Do a mini-research project on the pedagogy of a professional learning program. With the permission of the instructor (or organization), observe at least three sessions of some professional learning opportunities. Interview the instructor and teachers about what you observed. Analyze the professional learning 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 “learning to teach” work. This paper is broader than the other two options, so I can help you construct a topic based on your interests and needs.

*Option 4#:* Let’s talk!

Your grade for the paper comes from four parts:

Part 1 – Topic (5%): Please give 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: February 6**

(NOTE: 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 receive the draft of your colleague’s paper by **April 9.** The review is due back to your colleague (with a copy sent to me), by **April 16**.

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.

**Due date: April 23**

Part 4 – Final paper (20%): You can submit this to me in person or via email. **Due Date:** **April 29**

**Class Schedule**

### January 9, 2024: Introduction to the Course, the Topic, and the Participants

During the first class, following introductions and a review of the course structure and requirements, we will discuss some basic premises upon which this course rests. Our initial conversation will review some basic assumptions about learning to teach. We begin by situating teachers’ learning in the context of teachers’ work: that is, teaching and student learning. Theories about teacher learning, in my view, are fundamentally tied to a vision of “good” teaching. We will spend some time in the first class exploring each other’s visions of good teaching, to clarify the reference points we will be using for examining teacher learning.

Among other questions, we will consider:

* “What counts” as good teaching?
* Who gets to decide “what counts” as good teaching and why? Who gets to decide how teachers should learn to become “good” teachers? Does it matter?
* Can “good” teachers become better? Or worse?
* How and when do teachers learn “good” teaching?

*Readings*

Warren, B., Ballenger, C., Ogonowski, M., Rosebery, A., & Hudicourt-Barnes, J. (2001). Rethinking diversity in learning science: The logic of everyday sense-making. *Journal of Research in Science Teaching*, *38*(5), 529-552.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, *32*(3), 465–491.

Parker, W., Lo, J., Yeo, A. J., Valencia, S., Nguyen, D., Abbott, R. D., Nolen, S. B., Bransford, J. D., & Vye, N. J. (2013). Beyond breadth-speed-test: Toward deeper knowing and engagement in an advanced placement course. *American Educational Research Journal, 50*(6), 1424–1459.

**January 16, 2024: Visions of Learning and Lenses for Seeing It**

In this session, we consider various theories about how people learn. We take up theories that are psychological in origin as well as theories that attempt to *bridge* gaps between traditional cognitive views of learning (it’s all in the individual’s head) and behavioral conceptions (it’s all outside the head; learning is “reinforced” by conditions external to the individual). The bridging theories are broadly referred to as sociocultural theories of learning. We discuss metaphors for learning that relate to these theories (such as learning as behavior change, learning as participation, learning as production, etc.).

We will discuss some fundamental questions that relate to the topic of teacher learning, for example:

* Is learning about process, outcome, or both?
* Does “change” equal “learning” or (especially in the context of education) does learning imply improvement?
* Is learning something that occurs for individuals, does it occur collectively, or both?
* Do various learning theories compete with one another—or, can they be viewed as complementary?

*Readings*

Peressini, D., Borko, H., Romagnano, L., Knuth, E., & Willis, C. (2004). A conceptual framework for learning to teach secondary mathematics: A situative perspective. *Educational Studies in Mathematics, 56*, 67-96.

Kelly, P. (2006). What is teacher learning? A sociocultural perspective. *Oxford Review of Education, 32*, 505-519.

Skinner, B. F. (1954). The science of learning and the art of teaching. *Harvard Educational Review,* *24*(2), 86-97.

**January 23: The Problem of Evidence**

***Defining learning to teach assignment due***

The field has grappled for a long time with questions about the effects and effectiveness of teacher learning activities, and at the root of these questions lay knotty issues about *evidence*. Policymakers, professional developers, and scholars have not been able to agree on what to treat as evidence that teachers learn anything. In part, the debates reflect confusions or simply lack of recognition of the theoretical issues addressed in earlier classes (e.g., what will we treat as “learning to teach” to begin with?). And, in part, there are legitimate complexities in identifying the ways in which teacher learning expresses itself in teaching practice that may appear at unpredictable moments across long periods of time. In addition, the debates also reflect political realities of the contemporary reform context, as stakeholders try to ascertain what professional development activities are contributing to the student learning “bottomline.”

Informed by readings that discuss the effects of professional development activities, and purport to lay out evidence of their effects, we will consider these questions:

* What can we treat as “evidence” of professional learning, and in what ways does this evidence capture what might be going on as teachers engage in professional learning activities?
* What conceptions of professional learning underlay the evidence? What other assumptions are at work?
* What is likely to count as evidence of professional learning to particular stakeholders?
* What scholarly tools (measures, research designs) are likely to be helpful in gathering evidence of professional learning? What scholarly problems have researchers yet to solve?

*Readings*

Crespo, S. (2016). Truth, lies, and videotapes: Embracing the contraries of mathematics teaching. *The Elementary School Journal, 117*(1), 101-118.

Levin, D., Hammer, D., & Coffey, J. (2009). Novice teachers’ attention to student thinking. *Journal of Teacher Education, 60*(2), 142-154.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992) Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms, *Theory Into Practice, 31*(2), 132-141.

**January 30: Professional learning: How do other professionals learn? Is teaching a profession to learn?**

To begin our transition into preservice teacher learning, we will use our developing theories of learning to contemplate how professions provide particular kinds of learning opportunities for practitioners. Specifically, we will explore how professions define their *practice*, and we will grapple with how practice relates to debates about what teachers should know and be able to do. We will also look particularly at the vexing issue of the relationship of theory and practice and how this relationship is represented in professional learning activities.

We will consider such questions as:

* How can professional learning activities simulate reality (if at all)?
* How do professional educators know when novices are ready to participate in a community’s valued practices?
* What is the relationship between “theory” and “practice” in professional learning activities?
* Is teaching a profession? How does teaching compare to other professions in terms of daily practice and how a novice learns such work?

Gawande, A. (2002, January 28). The learning curve. *The New Yorker,* 52-61.

Shulman, L. S. (1998). Theory, practice, and the education of professionals. *Elementary School Journal, 98,* 511-526.

Cohen, J., Wong, V., Krishnamachari, A., & Berlin, R. (2020). Teacher coaching in a simulated environment. *Educational Evaluation and Policy Analysis*, *42*(2), 208–231.

PICK ONE OF THESE (the other is optional)

Rose, M. (1999). "Our hands will know": the development of tactile diagnostic skill⎯teaching, learning, and situated cognition in a physical therapy program. *Anthropology & Education Quarterly, 30*(2), 133-160.

Jordan, B. (1989). Cosmopolitical obstetrics: Some insights from the training of traditional midwives. In *Social Science Medicine, 28*, 925-944.

**Learning to teach – preservice teacher education**

We now begin the second 1/3 of the class by applying our developing theories about “learning” and “teaching” to preservice teacher education. As you are aware, teacher education is confronted by many critiques about the “quality” of preparation. I believe that one tacit reason for such critiques involves the very ideas we have discussed thus far – there is little consensus among teacher educators about what counts as “learning” and “teaching”. Therefore, it is difficult to declare what we are preparing preservice teachers to know and be able to do.

**February 6: The knowledge conundrum**

***PAPER TOPIC DUE***

 One continual debate in “learning to teach” literature is the idea of teacher knowledge. The idea that “knowledge” can be acquired by individuals in a context and transferred to another setting (i.e., the foundation of cognitive learning theories) gained significant traction in teacher education literature in the 1980s. In this class, we will focus on Shulman’s proposal of a specialized knowledge base for teachers and see where such ideas have traveled over time. We will also consider critiques of learning to teach framed solely as knowledge acquisition using our broadening understanding of learning theories.

Questions to consider:

* Is there a single knowledge base for teachers? How can we identify and codify it?
* If a beginning teacher knows “more”, do they make better instructional decisions?
* How can beginning teacher learn “knowledge” about teaching if they are inexperienced at their professional work?

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

Cochran-Smith, M. & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, *24*(1), 249–305.

PICK ONE OF THESE (the other is optional)

Abell, S. K. (2008). Twenty years later: Does pedagogical content knowledge remain a useful idea? *International Journal of Science Education, 30*(10), 1405-1416.

Settlage, J. (2013). On acknowledging PCK’s shortcomings. *Journal of Science Teacher Education (24)*, 1-12.

**February 13: The practice conundrum**

 As Shulman noted, knowledge about teaching does not exist in a vacuum – teachers learn in the context of their daily work. Therefore, we turn to a growing movement in some teacher preparation programs to reframe their work around “teacher practice”. Like other professions, learning to teach requires, at some point, opportunities for novices to try out, and receive feedback on, the daily work of teaching. How such opportunities are structured, where they occur, and the type of feedback generated have implications for novices’ learning trajectories.

Questions to consider:

* If learning to teach involves practice, which practice(s)?
* Can we simulate actual practice in methods courses? Should we?
* What is the role of the teacher educator in working with novices on practice?

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record.* 111 (9).

Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, *61*(1), 21–34.

Philip, T. M., Souto-Manning, M., Anderson, L., Horn, I., J. Carter Andrews, D., Stillman, J., & Varghese, M. (2019). Making Justice Peripheral by Constructing Practice as “Core”: How the Increasing Prominence of Core Practices Challenges Teacher Education. *Journal of Teacher Education*, *70*(3), 251–264.

PICK ONE OF THESE (the rest are optional):

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, *96*(5), 878-903.

Ball, D., Sleep, L., Boerst, T., & Bass, H. (2009). Combining the development of practice and the practice of development in teacher education. *The Elementary School Journal*, *109*(5), 458–474.

Fogo, B. (2014). Core practices for teaching history: The results of a delphi panel survey. *Theory & Research in Social Education, 42*(2), 151-196.

**February 20: Blurring the lines of learning – preservice teacher learning across contexts**

One critique of teacher preparation is that the learning opportunities novices have in methods courses do not reflect the reality of classroom life. This week, we examine efforts to deconstruct boundaries between learning opportunities in teacher preparation programs and other sites of learning. We will consider why some teacher preparation programs emphasize such work, and the tensions that can rise when multiple actors have a stake in beginning teacher learning.

Questions to consider:

* *Where* should beginning teachers learn how to teach?
* How should various sites of beginning teacher learning inform teacher preparation programs (if at all)?
* Should we prepare beginning teachers to function in the reality of schools, or should we prepare them to act as change agents (OR, is that question not as dichotomous as it seems…)

Readings

McCarty, T. and Lee, T. (2014). Critical culturally sustaining/revitalizing pedagogy and Indigenous education sovereignty. *Harvard Educational Review, 84*(1), 01-124.

McDonald, M., Bowman, M., & Brayko, K. (2013). Learning to see students: Opportunities to develop relational practices of teaching through community-based placements in teacher education. *Teachers College Record, 115*(4), 1-35.

Morales-Doyle D, Childress Price T, Chappell MJ. (2019). Chemicals are contaminants too: Teaching appreciation and critique of science in the era of NGSS. *Science Education*, 103, 1347–1366.

**Learning to teach – continuing teacher education**

We now begin the final 1/3 of the class by applying our developing theories about “learning” and “teaching” to continuing teacher education. While teacher preparation occupies many discussions about learning to teach, the daily work of constantly improving instruction given changing contextual circumstances is a career-long endeavor. There are no shortage of resources and professional development options (tacit and explicit) for experienced (and novice) teachers to use and learn from. However, research about the circumstances teachers need to continually learn notes that many “one shot” options do not resonate with teachers, nor do they gain traction in teachers’ everyday practice. Therefore, we will discuss what experienced teachers need/want to learn, debate how their learning may/may not differ from preservice teachers, and conceptualize how to provide powerful professional learning opportunities for teachers.

**February 27: Learning from others: Typical Practice and Conventional Wisdom about “Good” Professional Development**

**Podcast 1 due**

There are well-established forms of support for the professional learning of practicing teachers —especially, the “one-shot” workshop, the university-based course, the annual trip to the teaching conference. Over the past three decades and more, these have probably accounted for the bulk of formal inservice teacher education in public school districts. Though other forms are becoming more prevalent and popular, the patterns of typical practice have staying power. They are efficient, easy to integrate with school schedules and routines, and well understood by providers and participants alike. In several ways, these forms of support create a particular context for professional learning, one that sits largely outside of the classroom and generally at some remove from the particular problems of practice that individual teachers are encountering in their work, though the content of the workshop or course might well address these problems in some generic way. In addition, teachers are also “talked to” by others – outside their context – about how to teach.

The possible deficiencies of these forms of support have long been recognized, so much so that a new conventional wisdom has grown up about the shortcomings of typical practice and the attributes of “good” professional development. In this class, we will review the critique of typical practice, while trying to understand what these forms of professional learning support do and do not enable.

Questions to consider:

* On what assumptions about professional learning do typical forms of professional development support appear to rest?
* As typically practiced, how might these forms of support affect the engagement of professional learners and what they might take away from that engagement? For what purposes, if any, might these forms of professional development support be especially appropriate?
* On what theoretical and empirical bases do the critique of typical professional development practice and the prescriptions for “good” professional development sit?
* What might be treated as evidence of “successful” support for professional learning in the context of typical professional development practice?

*Readings*

Borko, H. (2009). Professional development and teacher learning: Mapping the terrain. *Educational Researcher, 33*(8), 3-15.

Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal 44*(4), pp. 921 –958.

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. *American Educational Research Journal, 38,* 915-945.

**March 5: No class – happy Spring break!**

**March 12: Learning with others part 1: Learning in the Context of One’s Own—and Others’—Classroom Practice**

Unlike typical professional development sessions, a growing focus on learning in the context of one’s own classroom—or sometimes in the classroom of other colleagues—has begun to reveal powerful possibilities for teachers. In some instances, individual teachers are helped to address problems of their own instructional practice in real time, usually with someone else (e.g., an instructional coach, mentor, or administrator) in the room observing, advising, modeling, or otherwise co-participating in the instructional work, while commenting on the instructional moves and their consequences. There are clear virtues in this way of approaching professional learning (e.g., the closeness to current practice, the possibility of vividly re-imagining practice), and at the same time potential drawbacks (e.g., the buzzing confusion of a functioning classroom, the unpredictability of real-time events, lack of cultural norms to support this type of learning).

Questions to consider:

* In what ways does ongoing classroom work generate useful questions and puzzles that can become the focus of professional learning? How are these questions framed and by whom?
* What supports teachers to think differently about their teaching practice or engage in new ways of working with their students, when their own classroom work becomes the real-time medium for their professional learning?
* What assumptions about professional learning and the professional learner does this form of professional development make? On what theoretical and empirical grounds?
* What might be treated as evidence of successful support for professional learning in the context of one’s own teaching practice?

Readings

Hardy, I. (2018) Governing teacher learning: understanding teachers’ compliance with and critique of standardization. *Journal of Education Policy, 33*(1), 1-22.

Lampert, M., Boerst, T., & Graziani, F. (2011). Using organizational assets in the service of ambitious teaching practice, T*eachers College Record, 113*(7), 1361-1400.

Louie, N. (2020). Agency discourse and the reproduction of hierarchy in mathematics instruction. *Cognition and Instruction, 38*(1), 1-26.

**March 19: No class: NARST**

**March 26: Learning with others part 2: Learning in collaboration with researchers**

 In addition to colleagues, teachers sometimes work with, and learn with, researchers in various contexts. Given the power dynamics between teachers and “academics”, it is possible that typical interactions between researchers and teachers could result in ineffective learning opportunities. However, note two features of the readings this week with regards to teacher learning. First, examine the role of the teacher in the research project. How they inform both their own instruction, and the researchers investigation, have methodological implications. Second, the role of the researcher is different than a passive observer, a stance that the researchers explicitly note. The shift from pure ethnography to real-time interactions with teachers requires the researcher to develop a particular inquiry stance.

Questions to consider:

• In what ways does ongoing classroom work generate useful questions and puzzles that can become the focus of professional learning? How are these questions framed and by whom?

• What supports teachers to think differently about their teaching practice or engage in new ways of working with their students, when their own classroom work becomes the real-time medium for their professional learning?

• What assumptions about professional learning and the professional learner does this form of professional development make? On what theoretical and empirical grounds?

• What might be treated as evidence of successful support for professional learning in across teaching contexts?

Readings

Johnson, R., Severance, S., Penuel, W. R., & Leary, H. (2016). Teachers, tasks, and tensions: Lessons from a research–practice partnership. *Journal of Mathematics Teacher Education, 19(*2), 169–185.

Manz, E. (2015). Examining evidence construction as the transformation of the material world into community knowledge. *Journal of Research in Science Teaching, 53*, 1113–1140.

Horn, I. S. (2010). Teaching replays, teaching rehearsals, and re-visions of practice: Learning from colleagues in a mathematics teacher community. *Teachers College Record, 112(*1), 225-259.

**April 2: Learning with others part 3: Learning to teach in a system of support**

Through their participation in professional learning activities, either as individuals or as groups of professional colleagues, teachers learn about their work and in varying degrees to come to enact new forms of practice in their classrooms. Intimately connected to their learning is another kind of learning, variously described as “organizational” or “system” learning. In brief, the organization as a whole (school, district) can be construed as a “learner” and its learning—evidenced in system-wide norms, practices, structures, routines, and other collective features that transcend individual roles or contributions— involves more than the sum of the professional learning within it. What is more, some degree of organizational or system learning may be an essential prerequisite for the organization to frame and sustain conditions for professional learning. Conversely, professional learning may be a powerful impetus for the organizational learning process.

Questions to consider:

• What might “system learning” mean to participants in schools and school districts? How do individuals and groups participate in such learning?

• How might the professional learning of educators within these schools and districts be related to the learning of the organization or system as a whole, and vice versa?

• What conditions might nurture and enhance organizational or system learning, as well as its capacity to reinforce professional learning?

*Readings*

Copland, M. A., & Knapp, M. S. (2006). Essential ideas and tasks for learning-focused leaders. Chapter 2 in Authors, *Connecting leadership with learning: A framework for reflection, planning, and action* (pp. 9-25). Alexandria VA: Association for Supervision and Curriculum Development.

Gallucci, C. (2008). Districtwide instructional reform: Using sociocultural theory to link professional learning to organizational support. *American Journal of Education, 114,* 541-581.

Gawande, A. (2007). On washing hands. In A. Gawande, *Better: A surgeon’s notes on performance*, 13-28. New York: Picador.

**April 9: Learning to teach whom?**

**Podcast 2 due**

**Paper draft due**

In this final discussion day, we will initiate a conversation about the generalizability of teachers’ learning opportunities amid calls for teachers to teach “all students”. We will explore how conversations about social justice, multicultural education, and equity have pressed on those who design opportunities for teacher learning. We will also attempt to tackle the thorny conceptual issue of learning to teach in communities while considering the needs of individuals. Finally, we will carry this conversation into the realm of teacher learning from the perspective of the practitioners – do all teachers learn the same way?

Questions to consider:

* How can we prepare teachers (novices and experienced) to teach “all students”?
* Should we have methods courses for teachers to teach urban students/rural students/suburban students/Pacific Island students, etc.?
* Do all teachers learn in the same way? What assumptions does the field make?

Readings

Cochran-Smith, M., Shakman, K., Jong, C., Terrell, D. G., Barnatt, J., & McQuillan, P. (2009). Good and Just Teaching: The Case for Social Justice in Teacher Education. *American Journal of Education*, *115*(3), 347-377.

Gutiérrez, K. D. & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, *32*(5), 19–25.

Pinkard, N., Erete, S., Martin, C. K.., & McKinney de Royston, M. (2017). Digital youth divas: Exploring narrative-driven curriculum to spark middle school girls’ interest in computational activities. *Journal of the Learning Sciences, 26*(3), 477-516.

**April 16: Work day. Paper reviews due and presentation preparation time**

**April 23: Final presentations**

**Inclusive access**

Below is a statement sent out by the University Campus Store regarding the Inclusive Access

program:

“An email will go out to students prior to the first day of class with information on what Inclusive Access is and instructions on how to access their digital course materials; for the courses that utilize this program. Students are then able to access the content through Canvas on the first day of class. The first two weeks of access to the digital content are complimentary for students to utilize and explore. After the first two weeks, in order to retain access, simply do nothing; a charge will have been conveniently billed to your tuition account. If the student decides they don’t want the instant access to the course materials they will have the option to OPT OUT and will be refunded accordingly. Students still need to pay for the course materials cost along with their tuition, but once they OPT OUT during the first two weeks of class they will receive a full refund of the course material cost. They will then be responsible for obtaining their own course material/textbook for that course.”

You can find more information about the Inclusive Access using the link below:

<https://www.campusstore.utah.edu/inclusiveaccess/>

**Additional Resources, Policies/Rules, Statements, and Procedures**

**Academic Misconduct:** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah’s Student Code: <https://regulations.utah.edu/academics/6-410.php>

## **The Americans with Disabilities Act:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability Services](https://disability.utah.edu/), 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

## **Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](https://oeo.utah.edu/), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](https://wellness.utah.edu/), 426 SSB, 801-581-7776. To report to the police, contact the [Department of Public Safety](https://safety.utah.edu/), 801-585-2677(COPS).

***Lauren’s Promise:*** Lauren’s Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren’s Promise vows to: 1) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3) change campus culture that responds poorly to dating violence and stalking. By making Lauren’s Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

**COVID-19:** The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>. Other resources are:

## [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/08/COVID-19-Guidance-for-Suspect-or-Confirmed-Cases-and-Close-Contacts-Students-fall-2022.finaldocx_KIS.pdf)

## [Registrar’s Office COVID-19 Information and FAQs](https://registrar.utah.edu/covid.faq.php#:~:text=Please%20contact%20them%20directly%20at,%40bookstore.utah.edu.)

## [Housing & Residential Education](https://www.housing.utah.edu/coronavirus/)

## **Diversity Statement:** As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

## **Diverse Student Support:** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

### Student Support Services (TRIO). TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO): 801-581-7188, [trio.utah.edu](https://trio.utah.edu/)

## Room 2075, 1901 E. S. Campus Dr., Salt Lake City, UT 84112

### American Indian Students. The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center: 801-581-7019, [diversity.utah.edu/centers/airc](https://diversity.utah.edu/airc/)

Fort Douglas Building 622, 1925 De Trobriand St., Salt Lake City, UT 84113

### Black Students. Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center: 801-213-1441, [diversity.utah.edu/centers/bcc](https://diversity.utah.edu/bcc/)

Fort Douglas Building 603, 95 Fort Douglas Blvd., Salt Lake City, UT 84113

## English as a Second/Additional Language (ESL) Students. If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. These resources These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (http://writing- -program.utah.edu/), and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### Inclusivity at the U. The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

### Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

### For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence: 801-581-4600, [inclusive-excellence.utah.edu](https://inclusive-excellence.utah.edu/)

170 Annex (Wing D), 1901 E S Campus Drive, Salt Lake City, UT 84112

### LGBTQ+ Students. The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resources Center: 801-587-7973, [lgbt.utah.edu](https://lgbt.utah.edu/)

409 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students with Children. Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of childcare for university students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources: 801-585-5897, [childcare.utah.edu](https://childcare.utah.edu/)

408 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students with Disabilities. The Center for Disability and Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access: 801-581-5020, [disability.utah.edu](https://disability.utah.edu/)

162 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Students across Intersectional Identities and Experiences. The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB), 801-581-8151, [diversity.utah.edu/centers/CESB](https://diversity.utah.edu/cesb/)

235 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

## Undocumented Student Support: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. For more information about what support they provide and links to other resources, view their website or contact Dream Center, 801-213-3697, [dream.utah.edu](https://dream.utah.edu/)

### Veterans & Military Students. The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center: 801-587-7722, [veteranscenter.utah.edu](https://veteranscenter.utah.edu/)

418 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

### Women. The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women’s Resource Center: 801-581-8030, [womenscenter.utah.edu](https://womenscenter.utah.edu/)

411 Union Building, 200 S. Central Campus Drive, Salt Lake City, UT 84112

Please also let me know if you need any additional support in this class for any reason.

### Other Student Groups at the U. To learn more about some of the other resource groups available at the U, check out <https://getinvolved.utah.edu/> and [studentsuccess.utah.edu/resources/student-support](https://studentsuccess.utah.edu/resources/student-support/)

***Drop/Withdrawal Policies:*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php).

## Student Mental Health Resources: Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](https://studentaffairs.utah.edu/mentalhealth/index.php), including counseling, trainings and other support. Consider participating in a [Mental Health First Aid](https://studentaffairs.utah.edu/mental-health-first-aid.php) or other [wellness-themed training](https://wellness.utah.edu/workshops-training/) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues

## Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will strive to refer to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the [LGBT Resource Center](file:///C%3A%5CUsers%5Cu0616669%5CDropbox%5CTeaching%5CEDPS2140%5CFall2022%5Clgbt.utah.edu).

## University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu/). IF YOU ARE IN DANGER, DIAL 911.

## Wellness: Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TAs to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness: 801-581-7776, [wellness.utah.edu](https://wellness.utah.edu/)

2100 Eccles Student Life Center, 1836 Student Life Way, Salt Lake City, UT 84112