The Context and Micropolitics of Teacher Education

TE922 Spring, 2012 Syllabus

Professor Michael W. Sedlak
207 Erickson Hall
msedlak@msu.edu
517.432.1260
Office Hours: By Appointment

Class Meets: Thursdays, 4:10-7:00 in 212 Erickson Hall

Introduction

This advanced doctoral seminar focuses on the history and current condition of the professional education of teachers, principally in the United States. There are two primary components to the course. Together, we will first reconstruct the evolution of teacher learning and informal education. Because the education of teachers is so consistently bound up with 1) the demography of the potential teaching force (who is willing and able to teach, and how might their personal circumstances and motivations shape the investment they might be capable of making in the work), 2) prevailing and emergence purposes for education, 3) the policy and practice environments surrounding access to teaching positions, and a variety of other contextual issues, we will spend the initial part of our second session constructing a basic model of historical periodization that will help us locate institutions, campaigns, and trends.

Then we will begin with early 19th century approaches that included the plethora of manuals published for aspiring teachers, county teacher institutes, and female seminaries and academies. It is impossible to understand the education of teachers without exploring the broader context of prevailing and competing purposes for education, and the struggle among political bodies and institutions to seize control of the mechanisms of examination, recruiting and hiring practices for teachers, as well and the demography of the teaching force and the structure of teaching as work. So we will begin to weave these topics into our larger story.

We will next focus on the emergence, functions, internal operation, and political turmoil surrounding the first dedicated teacher education institutions, the normal schools, which came to dominate the movement after the Civil War of the 1860s. These institutions largely abandoned their founding missions over the course of the first third of the 20th century, principally in response to changes in student demand, so that they became first teachers’ colleges and then multi-purpose state colleges and universities by the middle of the century. This was a fascinating and dramatic process, labeled “treason” by many normal school advocates. After fleshing out the emergence and domination of the largely white, public normal schools in the north and mid-west, we will focus directly on the African-American normal school campaign that lasted well into the 1940s.

University-based programs superseded the normal schools over the course of the first third of the 20th century, and have become the dominant mode of preparation, even through the challenge of deregulation through alternative practices during this past generation. Another intense confrontation over institutional authority and professional jealousy characterized the period after mid-century.

Our historical inquiry will draw heavily on an array of primary sources: memoirs, manuals, policy documents, letters, examinations, speeches, and other fugitive materials, in addition to just a very few selected secondary interpretive studies. You will receive considerable practice learning to extract the narrative and analytical value from an array of alternative sources of evidence.
During the second half of the course, we will turn directly to contemporary teacher education policy and practice. Shaped by your interests and ambitions, we can expect to explore a number of powerful issues and campaigns, such as the deregulation (or alternative program) movement, international comparative teacher preparation, the nature and challenges to modal teacher education programs, the teacher professionalization movement, licensure and accreditation, examinations, and emerging teacher quality initiatives. Students will share responsibility for identifying and organizing this segment of the course. During our first meeting, we will begin to shape this second set of sessions, so please come prepared to express your interests and possible seminar topics. We will later craft the second part of the Syllabus after we arrive at a set of issues and a related schedule.

**Course Assignment**

In addition to regular seminar participation, the principal focused assignment for TE922 will focus on the different aspects of developing and sharing expertise on one of the contemporary topics suggested in the previous paragraph. The assignment will consist of several related and derivative components. At the broadest level, this assignment will shift your role from student to instructor, which requires thoughtful attention to envisioning and developing an entirely different perspective and skill-set. Here is how this will happen:

After solidifying an agreed-upon seminar topic, each student (or even possibly a pair of students – but we have to work this out in detail) will

1. Identify a set of essential common readings and other valuable study materials and prepare orienting questions or comments that we will make available to all seminar participants one week before the scheduled session. [10% of final grade]

2. Produce a brief vodcast on the relevant seminar topic (aiming for about 20 minutes in length), to be posted on the course Angel site for all participants to watch at least two days before the scheduled session. Erica Hamilton, an advanced TE student with considerable experience in putting these projects together, has graciously agreed to provide some orientation, both conceptual and technical, and we have arranged to have you watch a lengthy vodcast that she prepared on the history of certification before she joins us in our third session (January 26, 2012). [25% of final grade]

3. Assume instructional responsibilities for the seminar discussion (aiming to lead the class for nearly 1.5 hours, after discussing with me your plans and pedagogical aspirations). We might also include guests who have been deeply involved in these matters. [20% of final grade]

4. Submit a final paper on the topic (this would most likely consist of a revision of your vodcast "script"), due April 30, 2012, at the latest. Please submit the essay as an email attachment. I may wish to respond through the Word Tracker tool, so please make certain that you submit your file as a Word.doc or .docx document that is not saved in "read only." And, please remember this for everything you submit as an email attachment: always include your last name in the file name, and no spaces. So, title your file in the following fashion: TE922FinalPaper[your last name].docx: i.e., TE922FinalPaperSmith.doc. [30% of final grade]

5. Participation: You are entering a trade where you often need to live by your wits and on the fly. Participation in discussions as an active listener and speaker is a skill we want you to take seriously. What happens in the class should be as valuable as what occurs when you sit down in isolation to do your reading or writing. What you learn in this course will be influenced by the degree and quality of everyone’s engagement in and contributions to these discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work. A learning community like this one relies on the contributions and participation of all its members. Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We want to make the seminar a context, in which people listen and are listened to, in which evidence matters, in which thoughtful questioning of one
another's claims is desirable, and in which alternative perspectives and interpretations are valued. So, realize we should take the development of our classroom culture as worth your attention. Evaluation of the quality of your contributions to seminar discussions will comprise the final 10% of the final course grade.

Remember, all work submitted to meet this course's requirements must be created exclusively by you for this class, this semester. It could be possible to capitalize on other you are creating simultaneously, or have recently created, but such work must be mutually agreed-upon by the instructor.
Reading Syllabus

The following session readings will be made available to all members of the course. Note on session readings: although you will have for the most part a collection of complete primary sources, you are not expected to read each document as if you were analyzing a secondary interpretation. Each week we will talk about how to make effective use of the following week’s sources. You will develop and refine your ability to exploit the source materials in the process of constructing appropriate stories and, or unraveling complex narratives. You will not need to possess full command of every page or section of this massive compilation of sources.

Recommended treatments focused on the history of teacher education:


Part I: Then


Historical Periodization


Lectures to School Keepers

Hall, Samuel R. *Lectures to Female Teachers on School-Keeping*. Boston: Richardson, Lord, and Holbrook, 1832.


*Rationale and Proposals for Original Institutions: Teacher Seminaries and Institutes*


Willard, Emma. *An Address to the Public*. 1819; excerpt.


Beecher, Catharine E. *Suggestions Respecting Improvements in Education*. 1829; excerpt.


Hartford Female Seminary. *Annual Catalogue*, 1831.


Fowle, William B. *The Teacher's Institute; Or, Familiar Hints to Young Teachers*. New York: Barnes & Co, 1866.


Milne, James M. *Teachers Institutes: Their Past and Their Future*. Syracuse, NY: Bardeen, 1894.

[http://www.mtholyoke.edu/marylyon/](http://www.mtholyoke.edu/marylyon/)


*Guest: Erica Hamilton, Conceptualizing Your Vodcast*


Swift, Mary. *Journal of Mary Swift*. August 1-October, 1839.


*Massachusetts Legislature Attack on Normal Schools, 1840.*


**4. February 2, 2012: The Treason of the Public Normal School, 1840-1930**


[http://www.hamptonu.edu/about/history.cfm](http://www.hamptonu.edu/about/history.cfm)


John F. Slater Fund. *County Teacher Training Schools for Negroes.* 1913.


Ludlow, Helen W. "Indian Education at Hampton and Carlisle,” *Harper's New Monthly Magazine, 62* (April, 1881), 659-76. Link: [http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?c=harp;cc=harp;g=moagrp;xc=1;q1=indian_education;rgn=fulltext;view=image;seq=0669;idno=harp0062-5;node=harp0062-5%3A4](http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?c=harp;cc=harp;g=moagrp;xc=1;q1=indian_education;rgn=fulltext;view=image;seq=0669;idno=harp0062-5;node=harp0062-5%3A4)


6. February 16, 2012: The Era of University Domination, 1890-1945


Hervey, Walter L. "Historical Sketch of Teachers College From Its Foundation to 1897," *Teachers College Record, 1* (1897).


9. March 8, 2012: Spring Break

Part II: Now

Members of the seminar will be selecting specific topics that are important, of an appropriate scale, and meaningful. I have identified a handful of broader domains that I offer, not as an exhaustive list, but as a suggestive set of possibilities. You may select from among these, or present a case for something else entirely. I have recommendations to help exploration for most of these suggested topics, but you will be responsible for finalizing a common required set of sources to be distributed a week before the session date associated with your topic.

De-regulation of Teacher Education (including possibly, alternatives to regular university-based teacher education policies and programs, Teach for America, New Pathways, Woodrow Wilson Teaching Fellowships, Troops to Teachers, etc.).

Accreditation (influence of changes in accreditation and certification policies and requirements, teacher examinations, NCATE, TEAC, State approval processes).

Professionalization movement (Holmes, Carnegie, National Board, Learning Network, Teachers for a New Era, Professional Development Schools, teacher professional development, InTASC, etc.)

Teacher Quality movement (Value-Added Measures, National Council on Teacher Quality, NCLB, alternative certification, teacher effectiveness, teacher pay policies).

International and Comparative Teacher Education.

March 15 Session moved to March 29, 2012

10. March 22, 2012: Chris Kaiser (The Accountability Movement in Teacher Education) and Tamara Shattuck (The Role of the American Museum of Natural History in Teacher Education: A Balancing Act between Pedagogy and Content Knowledge)

Chris Kaiser: The Accountability Movement in Teacher Education

Required Reading:

NCATE

Sedlak, Michael W. “Competing Visions of Purpose, Practice, and Policy: The History of Teacher Certification in the United States,” in Marilyn Cochran-Smith, et. al., eds. Handbook of


Review Website: http://www.ncate.org

TEAC


Review Website: http://www.teac.org/

Teachers for a New Era


Review Websites:
http://www.teachersforanewera.org/
http://www.tne.msu.edu/default.htm

MSU Response to Accountability


Skim the following:

Attempts To Measure Teacher Prep Using Student Achievement

State of Michigan Teacher Education Reform


US Department of Education State Report: Michigan
Tamara Shattuck: The Role of the American Museum of Natural History in Teacher Education: A Balancing Act between Pedagogy and Content Knowledge

Required Reading:


Please read the following sections:

I. Introduction
II. Purpose
III. Partnership Eligibility
IV. Program Requirements
V. Candidate Eligibility
VI. Regents Priorities


*note for this reading there is a PDF attachment which is the same as the link provided (just easier to follow). Please read pages 32-36 in the PDF (S. Clinically rich graduate level teacher preparation pilot program for high needs schools)


Recommended Reading:


New York State Education Department. (May 11, 2010). New York State Education Department Proposes Race to the Top Legislative Reforms with Support of New York State


11. March 29, 2012: Amanda Baumann and Elizabeth Kenyon (A Necessary Struggle: Michigan State University's Relationship with Public Schools, Through the PDS Movement and Beyond)

Required Reading:


Recommended Reading:


Required Reading:


Recommended Reading:


13. April 6, 2012: Kongji Qin (State Teacher Testing and the Teacher Quality Movement) and Yisu Zhou (Two Parallel Movements: Deregulation in Teacher Education in the US and UK)

Yisu Zhou: Two Parallel Movements: Deregulation in Teacher Education in the US and UK

Required Reading:


Recommended Reading:


Kongji Qin: State Teacher Testing and the Teacher Quality Movement

Required Reading:


(Readings below are newspaper articles from the Boston Globe.)


**Recommended Reading:**


**14. April 12, 2012: AERA, No Class**


**Jillian Cavanaugh NCTM Standards Movement: Changing Conceptions of Mathematics Teaching and Learning**

**Required Reading:**


NCTM standards documents available at http://www.fayar.net/east/teacher.web/math/standards/Previous/CurrEvStds/index.htm


**Recommended Reading:**


**Helen Aydarova: International Teacher Education: Universal Principles or National Priorities: The Bologna Process and the Education of Russian Teachers**
Required Reading:


16. April 26, 2012: Joseph Harris (Current Assault on Teacher Education) and Walt Cook (Value Added Assessments in Teacher Education)

Joseph Harris: Current Assault on Teacher Education

Required Reading:


Walt Cook: Value Added Assessments in Teacher Education
Required Reading:


Kane, T. J., Staiger, D. O., Geppert, J. (2002). Failing to account for natural fluctuations in test scores could undermine the very idea of holding schools accountable for their efforts—or lack thereof. *Education Next*.


For additional information on Louisiana, please see [http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113](http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113)


Recommended Reading:


17. May 3, 2012: Finals Week