

**AUBURN UNIVERSITY  
SYLLABUS**

1. **Course Number:** CTCT 8800/8806  
**Course Title:** Teacher Education  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Departmental Approval  
**Corequisites:** None
2. **Date Syllabus Prepared:** Spring 2012      **Instructor:** Dr. Leane Skinner skinnal@auburn.edu
3. **Resources:**

**Webcasts, Podcasts, and Reports:** National Centers for Career and Technical Education <http://www.nccte.org/> . When you enter the website, select Center Publications; on the next page, select Videos and Podcasts. You can then search by date and title:

**Webcasts: (4)**

11/22/2005	Recruiting, Developing, and Retaining Quality Career Technical/Workforce Education Teachers
10/05/2004	Alternative Strategies for Developing Teacher Preparation
09/02/2004	Role of Community Colleges in Preparing CTE Teachers
10/15/2002	Preparing Future Teachers: Is Alternative Certification an Option?

**Podcasts and Reports: (2 each)**

**Podcast 1:**

05/2010      Field Test Update: Alternative Licensure CTE Teacher Induction Model: A Podcast with Dr. Heather Saas (*Note: This is an overview related to the following report.*)

**Report 1:**

**Professional Development for Secondary Career and Technical Education: Implications For Change** (2010, April) (Note: 71 pages) Published by the National Research Center for Career and Technical Education.

(Note: To access this report, click on the link provided in Podcast 1 entitled “Alternative Licensure Career/Technical Education Teacher Induction Model. Look under “Reports.”. You may also use this link:

[http://136.165.122.102/mambo/index.php?option=com\\_content&task=view&id=56](http://136.165.122.102/mambo/index.php?option=com_content&task=view&id=56)

(Note: The November 2009 presentation listed below the report contains excellent power point slides.)

**Podcast 2:**

01/2009      Study of State Certification/Licensure Requirements for Secondary Career and Technical Education Teachers—A Podcast with Dr. Chris Zinkle. (*Note: This is an overview related to the following report.*)

**Report 2:**

**Study of State Certification/Licensure Requirements for Secondary Career and Technical Education Teachers** (2007, October) (Note: 217 pages)

(Note: To access this report, click on the link provided in Podcast 2 for the full research report. You will be forwarded to the report. The direct link is

[http://136.165.122.102/UserFiles/File/pubs/State\\_Certification\\_secondary\\_teachers.pdf](http://136.165.122.102/UserFiles/File/pubs/State_Certification_secondary_teachers.pdf)

**Journal of Teacher Education:** Available from SAGEJournals Online. Access through AU Library: When you enter the AU website, select Library, then select E-Journals, then select “J” and enter the journal title: Journal of Teacher Education. Once you see the Journal of Teacher Education, select the SAGE option. You may be asked to log in. Once you log in, you will be taken directly to the Journal page. At this point, you may want to search by the author’s name and select the article. Note: If you need to log in and have difficulty doing so, please contact the librarian using the “Need Help” tab on the library home page.

1. Vol. 61.No. 1-2. 35-47 (2010). *Teacher education and the American future*. Linda Darling-Hammond
2. Vol. 61. No. 1-2. 56-65 (2010). *Seeing the bigger picture: Troubling movements to end teacher education*. Kevin Kumashiro
3. Vol. 59, No. 5, 416-427 (2008), *Why Should I Be a Teacher?* Alan A. Block
4. Vol. 58, No. 4, 269-273 (2007). *Challenges to Teacher Education*. Diane Ravitch
5. Vol. 58, No. 4, 274-286 (2007). *A Lethal Threat to U.S. Teacher Education*. Lois Weiner
6. Vol. 58, No. 1, 12 – 20 (2007). *Researching teacher education practices—responding to the challenges, demands, and expectations of self-study*. John Loughran
7. Vol. 57, No. 2, 167 – 180 (2006). *The teacher effectiveness movement—how 80 Years of essentialist control have shaped the teacher education profession*. Donald G. Imig and Scott R. Imig
8. Vol. 57, No. 3, 300 – 314 (2006). *Constructing 21<sup>st</sup>-century teacher education*. Linda Darling-Hammond
9. Vol. 57, No. 3, 326 – 340 (2006). *Reflections of a university-based teacher educator on the future of college- and university-based teacher education*. Ken Zeichner
10. Vol. 51, No. 5, 358 – 371 (2000). *A personal response to those who bash teacher education*. David Berliner

4. **Course Description:**

Emphasis on beliefs, philosophy, issues, research, roles, student selection, curriculum, methodology, internships, organization, and administration of teacher education programs.

5. **Course Objectives:**

After completing the course, students will be able to:

1. Describe the roles of a teacher educator.
2. Analyze the history and development of teacher education.
3. Analyze the impact of professional teaching standards.
4. Identify traditional and alternative methods of teacher licensure.
5. Discuss the foundations and principles of teacher education.
6. Analyze various models and approaches of teacher education.
7. Discuss curricula requirements for teacher education programs.
8. Examine how educational reform issues have impacted teacher education.
9. Identify, discuss, and analyze trends and issues in teacher preparation.

6. **Course Content:** (topics to be selected from the following listing)

History Aspects of Teacher Education  
Reform Issues in Teacher Education  
Professional Teaching Standards  
Teacher Licensure—Traditional and Alternative Methods  
Principles of Teacher Education  
Models of Teacher Education  
Approaches to Teacher Education  
Clinical Experiences in Teacher Education  
Trends and Issues in Teacher Education  
Elements of Teacher Education Program Design  
Curriculum Development in Teacher Education  
Administration Considerations of Teacher Education Programs  
Developing In-service and Graduate Programs  
Evaluating Teacher Education Programs

7. **Course Requirements and Assignments:** (A – E)

Note: For Requirements A – C, provide a full heading including your name, course number, and assignment identification (title and reference information following APA format--see Page 5, Appendix A, No. 3.)

- A. Webcasts: Download and view the identified webcasts. Provide a brief summary of each webcast. For each webcast, identify the title, date, and location (if specified). Prepare a 1- 2 page summary of each webcast and a 1 – 1 ½ page reaction/analysis of the corresponding webcast.  
Podcasts: These are short podcasts. Please download each podcast or read the transcript. For each podcast, provide a 1-3 paragraph summary.  
Reports: The two reports are lengthy. You may not wish to download them. However, record their bookmark so that you may access them at a later date. Provide a 3 –4 page summary of each report and a 1 ½ – 2 ½ page reaction/analysis to the corresponding report.
- B. Journal of Teacher Education Articles: Access and download the identified articles. Include a copy of each full article in your notebook. For each article, prepare a 1 - 2 page summary of the article highlights. In addition, prepare a 1 – 1 ½ page reaction and analysis of the stance taken by the author/s.
- C. Additional Resources: Select a minimum of five journal articles related to an issue of your choosing concerning teacher education. Include the printouts of the articles in your notebook. Prepare a short summary ONLY (1 – 1 ½ pages) of each article in which you highlight the major points found in the article. Note: Select your articles based on the topic of your position paper (See Requirement D). You may use this requirement to research specific concerns/issues related to teacher education within your academic discipline.
- D. Preparation of Informational Position Paper:
- Complete all the requirements listed in A and B prior to selecting the articles in Requirement C (Additional Resources).
  - Select an issue related to Teacher Education that is of interest to you to prepare a 10 – 15 page paper on that topic. You may use any of the readings (Journal of Teacher Education articles, and additional resource articles) or the webcasts /podcasts/reports as resources for your paper. Be certain to list all articles/resources used in your References. If the webcasts/podcasts/reports, Journal of Teacher Education articles and five additional resource journal articles (Requirement C) are not sufficient to provide an information base for your paper, please feel free to select additional resources (include in your References) of your choosing in order to provide a solid information base for your paper. The paper requirements are listed in Appendix A.
- E. Notebook:
- Although a formal notebook is not required for this course, I suggest you prepare a notebook for your use and documentation of completed assignments in case there is a question about an electronic submission. You may wish to have your notebook contain hard copies of the web documents and your completed assignments for the webcast/podcast/reports, Journal of Teacher Education articles, additional resources, and informational position paper.

8. **Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Webcast/Podcast/Reports summaries and analyses:	25%
Journal of Teacher Education summaries and analyses:	25%
Additional Resources summaries:	10%
Informational Position Paper (with notebook)	<u>40%</u>
Total	100%

The following grading scale will be used:

90 - 100 % = A
80% - 89.9% = B
70% - 79.9% = C
60% - 69.9% = D
Below 60% = F

**Submission Deadlines:** (See Appendix B—Assignment Submission Schedule for specific dates on all assignments)

Webcast/Podcasts, and Journal of Teacher Education article assignments (electronic submission):

Topic selection to instructor for approval (electronic submission): March 12, 2012

Additional Resources assignments (electronic submission):

Outline of Paper to instructor for approval (electronic submission): Monday, **April 2, 2012**

Chapter I—Introduction first draft: **Monday, April 9, 2012**

Final paper and notebook are due **Noon, Monday, April 23, 2012 to Dr. Leane Skinner, 108 Wallace Building, Auburn University, AL 36849.**

9. **Class Policy Statements:**

- A. Students are expected to participate in all class meetings and classroom exercises.
- B. Students are responsible for initiating arrangements for missed work due to excused absences.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements to take the make-up exams must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. There will be no unannounced quizzes.
- D. Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.
- E. All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.

## Appendix A

### Preparation of Informational Position Paper

#### 1. Guidelines

1. Complete all the readings as directed in the syllabus prior to selecting your topic (Requirements A and B).
2. Once you have selected your topic, submit the topic title and 1 - 3 paragraphs describing your concept to the instructor for approval. Include a brief statement of your position.
3. Select the remainder of your additional resources (Requirement C) as they relate to your topic and complete the assignment (1– 2 page summaries) as given in Requirement C. (Note: Each resource should have an individual summary.) You may find that you may be able to use some of the text that you have written in these summaries in your informational paper.)
4. Once your topic area has been approved, prepare an outline of your paper and submit the outline to your instructor for approval.
5. Upon approval of your outline, complete the paper by the submission date.

#### 2. Informational Position Paper Requirements

Include the following components in your paper:

##### Title Page

##### Table of Contents

##### Executive Summary

##### Introduction (Chapter 1)

Include the following in your Introduction chapter:

##### Background

##### Purpose of the Paper

##### Statement of the Problem

*(This is a statement of the situation as you assess it—this is not yet your position statement.)*

**Definitions** *(As a general guide: Identify and define terms that may be not be known to a non-education reader, terms that could be interpreted differently by different readers, or terms that identify something unique. If in doubt, include the term.)*

**Delimitations** *(Description of what you intend and do not intend to cover. Basically, how you are framing your paper.)*

##### Body

*Include as many chapters as necessary for adequate coverage of the major portions/themes related to your topic.*

##### Conclusions

*This section is the position portion of your paper. Start by presenting a statement of your position. This chapter should be approximately 2 – 3 pages in length. For a good source on preparing position papers, see <http://www.studygs.net/wrtstr9.htm>*

##### References

*Include only those references you have cited in your paper.*

#### 3. Suggested Resources for Your Writing Assignments

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

Sabin, W. (2005). *The Gregg reference manual*. (10th ed). New York, NY: McGraw-Hill Irwin.  
<http://www.mhhe.com/business/buscom/gregg/>

## Appendix B

### Assignment Submission Schedule

Course Week	Course Assignment*	Spring 2012 Due Date
Week 1	Review Syllabus – Print Out Hard Copies of Resources for Course Requirements A & B listed in syllabus	No assignment due January 16
Week 2	JTE article Nos. 3, 7, 8	January 23
Week 3	JTE article Nos. 6, 9, 4	January 30
Week 4	JTE article Nos. 5, 2, 1	February 6
Week 5	JTE article No. 10; Webcast 11/2005	February 13
Week 6	Webcast 10/2002; Webcast 10/2004	February 20
Week 7	Webcast 09/2004; Podcast 1-- 05/2010 & Report 1	February 27
Week 8	Podcast 2—01/2009 & Report 2	March 5
Week 9	Paper Topic Selection to Instructor for Approval	March 12
Week 10	(No assignments due; however, suggest working on securing the additional resources for Requirement C.)	March 12 Spring Break Week
Week 11	Additional Resources: 2 article summaries due	March 19
Week 12	Additional Resources: 3 article summaries due	March 26
Week 13	Outline of Paper—First Draft (See Appendix A)	April 2
Week 14	Chapter 1 of Paper—First Draft (See Appendix A) & Revised Outline of Full Paper	April 9
Week 15	No Assignment Due	April 16
Week 16	Final Paper Due	<b>Wednesday, April 23</b>