Guiding Questions
A number of questions frame this course, including:

- **What is teaching?** How has teaching been represented? What are its various components? What components are necessary to qualify as an instance of teaching? What is the relationship of learning to teaching? What constrains and affords teaching?

- **What does it mean to say that teaching is a “practice”?** What is the relationship between theory and practice? Do we learn practice by doing practice? What is the relationship between experience and practice? Is any activity of a teacher considered practice?

- **What is “effective” or “good” teaching?** What criteria do we use to determine teaching quality? Who decides? How have others described and determined effective/good teaching in the past? How is it being described and determined today?

- **What does it mean to study teaching?** Who studies teaching? How is it studied? For what purposes? What does it mean to know teaching, or know about teaching?

Initial Thoughts on Representing Teaching Practice
Teaching is a complex practice. In this course we will study some of the many dimensions of the practice of teaching that render it so complex. Among them, teaching is ongoing – what occurs in one moment was influenced by what occurred in prior moments and will influence what occurs in future moments. Comprehending the practice of teaching in one moment then requires some understanding of what occurred previously and of what will follow. Teaching is also a relational practice - it exists as part of human relationships that are themselves situated within cultural and institutional systems. Though the practice of teaching can be observed in the activity of teachers and students (among others), the observable activity is in conversation with what is “in the heads” of the actors being observed. In other words, the practice of teaching is simultaneously doing and thinking. Teachers’ beliefs, morals, identities and knowledge are constantly informing and being informed by their own behaviors, moves, and activities, as well as those of their students.

In order to study, or even communicate about teaching, we must represent the practice of teaching in order to make it accessible to others. Whether a teacher observing her own practice or a researcher observing another teacher’s practice, it is impossible to simultaneously attend to all dimensions of teaching. For this reason, teachers and researchers highlight certain dimensions of practice and deemphasize others in the representations of teaching they construct. All representations are then also incomplete. No single representation can fully capture the ongoing,
nested and multiple qualities of teaching practice. In one sense, the incompleteness of any given representation is an asset: It permits focused attention to one area of practice that may otherwise drown amidst the cacophony of others. In another sense, the incompleteness of any given representation is persuasive: By emphasizing some dimensions, and deemphasizing others, the author of any given representation is making some determination of what may deserve attention. What gets highlighted and ignored in any given representation has important implications for what constitutes teaching quality or effectiveness. In this vein, who is studying teaching, how it is studied and for what purposes will necessarily influence the way that the practice of teaching is ultimately represented. A sociologist will likely attend to different dimensions of practice than will an economist. A teacher researcher studying her own practice will likely see, and thus study, different dimensions of practice than will an outsider researcher who may not have access to her perspective.

In this course we will consider teaching practice -- or more accurately, representations (written, spoken and videotaped) of teaching practice - from many different perspectives, which I outline below.

**Logic of Course Trajectory**

Oil painters often begin a new painting with a technique called a “wash,” where they apply a transparent layer with a “wet” paintbrush that is soaked in solvent and has relatively little paint. This technique allows the artist to establish the initial parameters of the painting. The painter will cover the expanse of the canvas, making some general, tentative, but important decisions about shape, pattern and color. The wash serves as a roadmap, as the painter then uses it to apply layer after layer of undiluted oil paint with a “dry” brush. As the painter proceeds s/he will be guided by the initial wash, deliberately building and elaborating a section or object at a time.

This course follows a similar trajectory. It begins with a ‘wash’ to establish initial boundaries and general themes. After establishing a tentative image of the whole, we will focus more deliberately zoom in on one piece or section at a time.

**The Initial Wash (Class Sessions 1-5):** The course begins with some consideration of diverse perspectives on the practice of teaching, including anthropological, philosophical, psychological and “insider” (teacher) perspectives. The course will then ‘zoom out’ to take a birds-eye view on representing teaching -- studying work by a number of scholars who have been intentional about trying to present a more complete or full representation of teaching, and who have tried to describe what such a representation might require. Afterwards, we take a broad view on various conceptions of “practice.”

**Zooming In (Class Sessions 6-12):** Once the foundation for the course is established, we will zoom-in on writing from a different genre or paradigm of research on teaching each week to examine how each represents the practice of teaching differently and why. Sessions 6-12 are roughly structured around the different genres of research on teaching in the sequence that they emerged since the 1970’s. Lee Shulman’s (1992) historical and personal account of the trajectory of research on teaching, which we will study towards the beginning of the course, has been particularly influential in determining the sequence of genres of research on teaching that this course follows. Shulman, who has been a prominent figure in the evolution of research on teaching throughout this period, is uniquely positioned to describe how each genre of research on teaching came to prominence in light of, and often in response to, those that preceded it. As part
of this evolution, each genre has made salient different components of teaching, while
delementizing and even ignoring others. In this way, each genre of research on teaching provides
a different representation of the practice of teaching. Each genre of research reflected, and in turn
influenced, the broader political, intellectual and cultural landscape in which it was situated at the
time. For example, the process-product research in the 1970’s mirrored the behaviorist orientation
that was typical in the field of psychology and that permeated the broader American zeitgeist. The
examination of different genres of research on teaching then provides a window into broader
social and intellectual shifts beyond the halls of academia.

Though we will be studying genres of research on teaching during this portion of the course, our
focus will be on the practice of teaching. Research methodology will be considered but mostly in
terms of its implications for practice. For example, we will concern ourselves less with how a
study was designed or whether the evidence provided was sufficient to answer its research
questions. We will, however, consider how the research methods may be related to the resulting
representation of practice. As suggested by Gage (1989), each genre provides a different
perspective on what constitutes the practice of teaching and where and how we should look for it.
Either implicit or explicit in each of these perspectives is also an account of what constitutes
“quality” or “effective” teaching practice, a theme that will recur throughout this course.¹

Learning & Enacting Teaching Practice Today (Class Sessions 13 & 14): Through examining the
various genres of research on teaching, we will have refined our views on what teaching practice
is, and what it means to study and know teaching practice. We will then use this knowledge to
consider what it means to learn teaching practice, in both formal and informal settings. The course
will conclude with an examination of how teaching practice is portrayed and evaluated in today’s
policy context, and how this portrayal may reflect and contradict previous representations of
teaching practice.

For Whom Is This Course Intended?
This course is a core requirement for doctoral students in the Teaching and Teacher Education
concentration. Most, if not all, of you enter this program of study with prior experience as
teachers, or as an educational practitioner of some kind. The experiences and perspectives you
bring are important sources of knowledge for this course. The course is designed to give you
opportunities to draw upon your experiences as educators but also to develop and them. Whether
you intend on becoming a researcher, a curriculum designer, an academic, or a practitioner-leader
in preK-12 or post-secondary schools, doctoral study is an opportunity to develop as a scholar of
teaching and teacher education. How others have studied the practice of teaching will provide
you with examples of the kind of scholarship you may like to pursue and perhaps even resist. My
strong hope, though, is that you NOT dismiss topics and readings that initially seem outside
of your current interests. Rather, I encourage you to study even more intently those perspectives that
do not immediately resonate with you. Learning to study teaching requires your critical
examination of perspectives on teaching, including your own. Knowing deeply alternative
perspectives will help clarify your own perspective and help you to communicate your perspective
more effectively.

¹ Note that I am being deliberate in talking about teaching quality, rather than teacher quality, which is a distinction this
course will consider, especially in light of current policy initiatives.
Entering doctoral study is in many ways a time of identity transition – where you will be asked to develop your identity as a scholar of teaching and of teacher education, one that may build upon but also may differ from the identities that you have brought to this program. In fact, during my doctoral studies I found that my emerging identity as a scholar sometimes conflicted with my prior identity as teacher practitioner. Whether or not this will be your experience, another reason for designing a course about the practice of teaching around genres of research on teaching is to encourage us to consider collectively the relationship between the doing of teaching and the study of teaching. I hope that the deliberate examination of how others have studied the practice of teaching will provide you an opportunity to consider your emerging identity as a scholar of teaching in relation to your identity as educational practitioner.

**Grading**

The course grade will be determined according to the following distribution:

- 20% Participation
- 40% Assignment #1: Investigation of Self and Knowing Teaching
- 40% Assignment #2: Investigation of Core Questions

For each class missed (unexcused) or each day of lateness in turning in an assignment (unexcused), your (assignment or participation) grade will be lowered by one half point (for example, from a B+ to a B). If it is absolutely necessary for you to miss a class or turn in an assignment late, please request permission from the instructor by email, in advance (at least 24 hours), giving your reasons. Incompletes will only be granted in extreme circumstances. An incomplete grade will become no credit if the work is not completed within one year.

A grade of A will be given to students who, besides complying with the assignments and deadlines, provide thoughtful, creative, and original contributions to the class, provide evidence of deep understanding of the material, and indicate that they are able to advance their own lines of inquiry. Grades of B or lower will be given when students comply unevenly with assignments, or show partial interest on understanding the readings or assignments, or do not suggest nor propose original interpretations or innovative lines of inquiry. A failing grade will be given when students do not comply with the assignments, deadlines, or fail to participate actively in understanding the material or prevent other members of the class to accomplish the course goals.

**Submitting Assignments (CTOOLS):** Unless otherwise directed, all assignments should be uploaded to our course CTOOLS site. Please use the following format for naming your course files: ED776_LASTNAME_ASSIGNMENT.doc, e.g. “ED776RonfeldtAssignment2.doc”.

**Participation:** This 3-credit course is organized as a seminar format, in which the essential feature will be the in-class discussion of the weekly readings or texts and active participation in other instructional tasks by all the attendees. Supportive, productive, and critical inquiry into the study of teaching is both an aim and a means for the course. Reading is a critical component of the course, and as an advanced graduate level course, the reading load is substantial. It is expected that students will come to class having read the assigned material thoroughly and thoughtfully and that they be willing to share their understandings of the readings in order to contribute to the learning of all class members.

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2 Substantial portions of the sections that follow are from, or adapted from, prior syllabi for this and related courses taught by Magdalene Lampert (2008) and Deborah Ball (1997), with permission.
The quality of discussions hinges on participants’ capacity to form thoughtful arguments. This involves both making conjectures and providing justification for those conjectures. Sometimes justification comes from the texts -- specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Unpacking ideas is difficult work, requiring that you draw on previous experience, your own ideas, and current thinking that the class is doing. Sometimes you may choose to connect these authors' musings to ideas that have been raised in your other classes at UM. I encourage you to do this, examining the interrelationships, complementarity, or contradictions of issues and ideas that you encounter in your doctoral work.

Because the course will be run as a seminar, your participation in discussions is important not only for your own learning but also the learning of others. What you learn in this course will be influenced by the degree 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; this includes the three assigned reading journals. 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 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. Because we are engaged in investigating a complex topic, we will need to take risks in trying out interpretations or ideas that are only partially developed as we articulate them. Trying out an idea experimentally is an important part of developing the capacity to think in disciplined ways. Therefore, how we listen to one another, assist with the formulation of an interpretation, question and challenge will affect the quality of what we can do together. How we listen to others’ reactions to our ideas, accommodate our ideas to them, and even be willing to change our minds at times will affect the intellectual culture of the class.

To do this, we will need to work attentively on the norms of our class. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor -- all these will matter in constructing an environment where satisfying and challenging intellectual work can take place. As part of listening carefully, I ask that students not surf the internet, email, text, complete assignments for courses, etc. during seminar. Your focused attention to the ideas (yours and others) is essential for advancing our collective understanding of the course material. I do not wish to police your electronics activity, so ask you to self-monitor. If you are like me, and find the temptation to check email almost an addiction, then you might consider leaving electronic devices at home or in your bags, especially during discussions. Alternatively, if you take notes using an electronic device, you might disable the internet.

As part of Assignment 1, you will be asked to carefully read and comment on drafts of the assignment written by peer writing partners. Your participation in your peer writing groups will be considered in the final assessment of your participation grade. I will consider the quality of your feedback (written and verbal) and whether you meet deadlines for providing feedback.

**Assignment #1 - Investigation of Self and Knowing Teaching:** This first paper will provide you a structure within which to examine and analyze your own perspectives on, knowledge about, and ways of knowing about teaching. The assignment is also designed to offer you opportunities to learn in and from your writing, and to develop your writing more fully than you may often have time to do, through cycles of feedback and revision.

In the first section, you will produce a description of a short, videotaped segment of teaching, followed by an analytic commentary on that teaching (rough draft of part 1 due to assigned writing partners and to me
by January 28). You will be responsible for reading and commenting on your partners’ drafts and bringing the marked up versions to class on February 11 to discuss with, and then return to, your partners (your partner will do the same for you). Subsequently, you will revise your description and commentary and move to the second section of the paper, an analysis of your own perspectives on, knowledge about, and ways of knowing teaching. Drawing on the comparisons among the members of the class, and other texts we will be reading, you will analyze what your first section reveals about you as a knower of teaching. A complete draft of both sections of the paper will be due on February 18. You will turn one copy in to me (on CTOOLS), and trade papers with a new peer writing partner. I will make comments and suggestions; you and your partner will also provide feedback to one another. Equipped with two sets of comments, you will revise the paper. The final paper will be due on FRIDAY, February 28.

**Timeline:**

| Section 1 draft | January 28 – upload to CTOOLS & email to two partners |
| Discuss Section 1 drafts in class | February 11 – read & comment on both partners’ drafts before class |
| Submit Final Assignment (Sections 1 & 2) & first draft and feedback as appendix | March 28 (Friday) – upload to CTOOLS by midnight |

**Assignment #2 – Investigation of Core Questions:** This assignment will give you an opportunity to develop your own scholarship in relationship to central themes and readings from this course. You are responsible for completing 2 essays. First, you will write an essay in response to a question that I have constructed. Second, you will be asked to construct a longer (15 page) essay about a topic of your choosing. Each essay should be between 7-10 pages in length (double-spaced; 1-inch margins). More guidance will be given in class.

**Timeline:**

| Questions handed out | Tuesday, March 11 |
| Essay #1 due (on CTOOLS) | Friday, April 4 (by midnight) |
| Essay #2 due (on CTOOLS) | Friday, April 25 (by midnight) |

**Required Texts**


*Note: The original was published in 1968. My preference is that you purchase the reissued (1990) version because of the introduction written by Jackson.*


TENTATIVE SCHEDULE OF READINGS, ACTIVITIES, AND DISCUSSIONS

(Class 1, January 14) Introduction to the course

Discuss:
Introductions

Overview of course

Observe and discuss video of instance of teaching practice

Syllabus, Expectations, Required Texts

Introduce Paper 1: Investigating Self & Knowing Teaching; form partners (exchange email)

(Class 2, January 21) Perspectives on Teaching Practice and Its Challenges

In this session we will consider various perspectives on teaching practice including psychological, anthropological, and insider (teacher researcher’s) perspectives. How is teaching represented in each text? What aspects are emphasized and deemphasized? What complicates teaching? What story about teaching is each text intending to tell and to oppose? Why? How is teaching studied by each of the authors? As we engage with these questions we will consider how teaching may be an art and/or a science.

Discuss:
Syllabus – bring any questions you have to class


*Chapters 3 is recommended, not required


(Class 3, January 28) Composing Teaching: Representing Teaching in Comprehensive Ways (Variation on Instructional Triangle)

Discuss:

**Recommended (not required):**


**Due:**
Complete a draft of Paper 1, Part 1 (upload a copy to CTOOLS & email a copy to partners)

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(Class 4, February 4) What do We Mean by the “Practice” of Teaching?

The readings for this week will help us to define what we mean by a “practice” of teaching. The readings focus on investigating “practice” in the context of learning to teach. Why? In order to understand what teaching practice is, it is helpful to consider how teachers learn practice. For one thing, understanding the process by which someone becomes a professional sheds light on what is entailed in professional work. Identifying what one must learn in order to progress from being a ‘prospective’ teacher to an ‘actual’ teacher reveals knowledge and skills necessary to do the practice of teaching. Thus, studying the process of learning to teach highlights the theoretical or knowledge base that may qualify teaching as a “profession.” Studying how prospective teachers try out and revise their teaching practice allows for the inspection of another important dimension of the practice of teaching – what it means to practice (or rehearse) professional practice. An important consideration for learning practice is whether experience alone is enough. As part of this, we will consider the role that theory has, or should have, in *practicing* teaching (practice).

Consider the following questions as you dive into the readings for this week:

*Do we learn teaching simply by doing teaching? Regarding teaching practice, how and what do we learn from experience? What role does practicing teaching play in learning to teach? Is all practice the same? What supports to practice may be necessary or desirable? Is every move or action on the part of a teacher a practice? What makes practice similar to and different from activity or behavior? What is the relationship between theory and practice? What should this relationship be? Does theory guide practice? Does practice guide theory? How do teachers use, and learn to use, theory in their practice?*

“This research challenges the widespread belief that practical school experience necessarily helps people become good teachers. Long ago, Dewey (1904/1965) warned against an early and exclusive focus on technique in field experiences because the prospective teacher would adjust his methods of teaching ‘not to the principles he is acquiring but to what he sees succeed and fail in an empirical way from moment to moment; to what he sees other teachers doing who are more experienced and successful in keeping order than he is; and to the injunctions and directions given him by other’ (p. 14). While it may give future teachers a taste of reality, student teaching can also foster bad habits and narrow vision. What helps to solve an immediate problem may not be good teaching. A deceptive sense of success, equated with keeping order and discipline, is liable to close off avenues for further learning.” (Feiman-Nemser, 1983; p.156)


**Discuss:**


**Recommended (not required):**

**Due:**
Read & comment on partners’ drafts of Paper 1, Part 1. Be prepared to discuss your feedback in class with your partners. Please create digital feedback, e.g., by creating a WORD document with feedback or by using the “comments” function in WORD. You can email comments to your partner in advance of class or after class. However, your partner will submit your comments as part of their final product so make sure you send them along.
(Class 6, February 18): Teaching as a Process Producing a Product

In this paradigm, how are teaching and learning represented? What is emphasized and what is missing? What criteria are used to determine “effective” or “good” teaching?

Discuss:


Return to Deborah Ball video (with new eyes)

Recommended (not required):


(Class 7; February 25) Teaching as Thinking in Practice (Reflective Practitioner, Dilemma Manager, and Decision Maker)

Compare this week’s readings to those from last week. How do they compare in terms of how teaching and learning are represented?

Schon argues against a view of technical rationality: Practitioners are not simply enactors of knowledge produced by others (read: scholars and academics). Practitioners possess instead a specialized knowledge-in-action and are able to enact practice only through reflection-in-action. This perspective suggests that teaching is much more than performing prescribed processes that have been demonstrated to produce desired products in students. Teaching is more than executing behaviors that others have shown to be effective. Teaching is a thinking practice, and the thinking required to practice effectively is specialized – those who practice teaching have access to a form of knowledge that is unique and largely invisible to those who do not engage in this practice. Lampert elaborates this perspective by studying her own practice of teaching and the critical role that negotiating dilemmas of practice takes within it.

Discuss:


Due:
FINAL DRAFT OF ASSIGNMENT 1 (SECTIONS 1 & 2) by Friday, Feb 28 (midnight); please include as appendices copies of your first drafts and feedback you received on these drafts.

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MARCH 4: BREAK
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**Teaching Practice: Context Matters**

(Class 8; March 11) Teaching as Socially & Culturally Situated Practice: Part 1 - Looking across cultures, occupations, and organizations

How is professional practice related to the community of practitioners engaged with that practice? How is professional practice related to the culture in which that practice takes place? If professional practice “is action informed by an organizational or group context” then how does one learn practice? Is practice then destined to be “what everyone else does” rather than what is most effective? Does this suggest that learning to teach is akin to assimilating to the status quo?

Although teaching practice is what teachers do, it is more than how teachers behave with students or the actions of individual teachers; action is behavior with meaning, and practice is action informed by a particular organizational or group context (Lampert, Ed776 Syllabus 2008)

If Vance’s knee jerks, that’s behavior. When Vance raps his knee with a physician’s hammer, that’s action. If his physician raps his knee as part of an exam, it is practice. This is because the meaning of her action comes from the organized contexts of her training and ongoing work in medicine (where it can draw on, contribute to, and be evaluated in the work of others in her field) (Cook & Brown, 1999, p. 387).

Why focus on communities? Communities of practice are the basic building blocks of social learning systems because they are the social ‘containers’ of the competence that make up such a system. By participating in these communities, we define with each other what constitutes competence in a given context: being a reliable doctor, a gifted photographer, a popular student, or an astute poker player (Wenger, 2000, p. 229)

Discuss:
Assignment 2 Expectations


Time permitting: TIMSS video (Japanese math lesson)
(Class 9; March 18) Teaching as Socially & Culturally Situated Practice: Part 2– Looking within U.S.

**Discuss:**


***Chapters 1, 2 and 5 required; entire book recommended***

Time permitting: Video of Yvonne Hutchinson

**Recommended (not required):**

(Class 10; March 25) Teaching Practice in a Policy Context

**Discuss:**


Selected portions from Cohen (2013) *Teaching and Its Predicaments*

**Knowledge, Knowing and Self in Teacher Practice**

(Class 11; April 1) Knowing Content for Teaching

In session 7 we examined how teaching is a thinking practice and that it requires a specialized form of knowledge-in-action. In these earlier writings, subject matter is sometimes suggested to be a part of teachers’ specialized knowledge, however it is not always central. This session focuses on the central and complex role of content in the work of teaching. As part of this, we will explore pedagogical content knowledge - a specialized form of teacher knowledge specific to the subject matter being taught and learned. In the 80’s Lee Shulman and his colleagues – including his students Pamela Grossman, Anna Richert, and Sam Wineburg among others – coined the term “pedagogical content knowledge” (PCK), built a research program around this concept and made the case that PCK is a signature form of professional knowledge distinctive to the practice of teaching.
**Guest Speaker:** Deborah Ball to discuss her investigations into knowing content for teaching.

**Discuss:**


**Recommended (not required):**


**Due:**
Assignment 2, Essay #1 on Friday, April 4 (by midnight)

(Class 12; April 8) The Self in Teaching Practice: Teaching as Moral, Personal and Identity Work

**Discuss:**
Palmer, P: Excerpt from Courage to Teach


**Recommended (not required):**


**Learning and Enacting Teaching Practice Today**

(Class 13; April 15) Learning Teaching Practice
Thus far, we have investigated many dimensions of the “practice of teaching” – what it is, how it is represented, how it is studied. In this session we will consider the implications of what we have studied for HOW practice is learned or should be learned.

**Guest Speaker:** Pam Grossman will join us virtually to

Divide up next week’s readings, explain jigsaw

**Discuss:**


**Recommended (not required):**

(Class 14; April 22) Teaching While Racing To The Top
How are today’s methods for evaluating teachers and teaching similar and different from efforts of the past? How are teachers and teaching represented in the evaluation systems being implemented? What representations of teaching are implicit in today’s evaluation systems? What is missing from these representations? What do these evaluation systems suggest is “effective” or
“good” teaching? Have we returned to the process-product research of the 1970’s? Are these methods measuring teacher effectiveness or teaching effectiveness? What’s the difference? What do you applaud about current trends in research and policy? What worries you? Why?

“Largely emanating from individuals who are not representative of the traditional educational research and measurement communities, another goal of teaching evaluation has become prominent -- the strategic management of human capital (Odden & Kelley, 2002). This view rests on basic economic approaches to managing the supply of teachers by incentives and disincentives for individuals with specific characteristics. The logic suggests that if we can increase the supply of — effective teachers by replacing — ineffective teachers, overall achievement would increase and the achievement gap would decrease (Gordon, Kane & Staiger, 2006). In this view, the evaluation of teaching is the foundation for managing people via retention, firing, placement and compensation policies (Heneman, Milanowski, Kimball, & Odden, 2006)” (Gitomer & Bell, forthcoming).

In this section we will examine a set of current research and policy documents to consider what it means to teach today. On the one hand, we will read current trends in researching teacher and teaching quality – value-added modeling and the use of observational protocols to measure observed teaching practice. In terms of the latter, The Bill and Melinda Gates Foundation has launched a large initiative to develop, validate and test these instruments. As Race to the Top demands that states implement teaching evaluation systems, these research efforts have important policy relevance. Districts across the country are putting in place systems of teacher evaluation that use value-added models and observational instruments to measure the effectiveness of teachers and teaching, and in some cases use these as evidence for promoting, paying and even firing teachers. We consider how the practice of teaching is being considered and reconsidered amidst the groundswell of teacher evaluation efforts being put in place, and how such evaluation systems may influence teaching practice in preK-12 classrooms moving forward.

Discuss:


You will also be assigned one of the following articles for jigsaw in class:

Note: You will give brief presentations on your article to a group of peers. Be prepared to present on the following: a) Provide a description of the study and its main findings and implications; b) How is teaching practice represented in this article? Based on what you’ve learned in this course, what is missing from this representation? c) What does this article suggest about how to use teacher evaluation in order to improve teaching?


**Due:**
Assignment #2, Essay #2 on **Friday, April 25 (by midnight)**