

**The University of Texas at El Paso**  
**TED/SCFE 6319: Teacher Learning and Development in Diverse Contexts**  
**Spring 2024 (CRN 27601/27431)**

Professor: Dr. Erika Mein  
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Mondays, 5:30-8:20pm  
EDUC 312/Hybrid

Office hours: Mondays, 3-5:30pm and by appt

**Course Overview:**

This course will explore key theories and research tied to teacher learning across the profession – from pre-service teacher preparation to induction and to retention and continuous professional development. We will examine theories related to the continuum of professional learning, including (but not limited to) teacher learning and identities, conceptions of teachers and teaching, and the social contexts that shape teacher learning; we will pay particular attention to teacher development in and for culturally and linguistically diverse contexts. We will also examine varying approaches to teacher recruitment, preparation, and induction, and explore the role of teacher learning in educational change efforts. The course will provide an opportunity not only to become familiar with the theory and research on teacher learning, but also to gain experience in qualitative data collection and analysis related to these topics through engagement in a mini-research project focused on teacher learning.

**Course Format:**

The course will be delivered in a hybrid format, where **five class sessions will take place in-person (F-t-F) and the remaining class sessions will take place asynchronously online** and via small group meetings with the professor (check course schedule for details).

**Student Learning Outcomes:**

By the end of this course, students should be able to:

- (1) Identify and explain key theoretical frameworks for understanding and analyzing teacher development and learning;
- (2) Reflect on our own experiences with teacher learning across the continuum (preparation, induction, continued learning);
- (3) Evaluate trends and debates in the research literature over last two decades related to models of teacher preparation, induction, and professional development;
- (4) Document and analyze the teacher preparation landscape in Texas;
- (5) Practice qualitative data collection and analysis in teacher learning;
- (6) Apply theoretical frameworks to analysis of primary data on teacher learning.

**Course Readings**

Required books:

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press. [can be purchased online or ordered through the UTEP Bookstore]

Schall, J.M., Alvarez McHatton, P., Longoria Saenz, E. (Eds.) (2020). *Teacher education at Hispanic*

*Serving Institutions: Exploring identity, practice, and culture.* New York: Routledge.  
[available for download at UTEP Library as electronic book]

Recommended books:

Morris, A. (2015). *A practical introduction to in-depth interviewing.* Thousand Oaks: Sage.  
[available for download at UTEP Library as electronic book]

Simons, H. (2009). *Case study research in practice.* Thousand Oaks: Sage.  
[available for download at UTEP Library as electronic book]

Required articles/chapters [available on Blackboard]:

**Weeks 1-2:**

Zeichner, K. (2014). The struggle for the soul of teaching and teacher education. Video of lecture at Teachers College, Columbia University. [see Blackboard for link]

Schneider, J. (2017). Marching forward, marching in circles: A history of problems and dilemmas in teacher preparation. *Journal of Teacher Education*, 69(4), 330-340.

Ostorga, A.N., Zúniga, C.E., & Hinton, K.A. (2020). Bilingual teacher educators at an HSI: A border pedagogy for Latinx teacher development. In Schall, J.M., Alvarez McHatton, P., Longoria Saenz, E. (Eds.), *Teacher education at Hispanic Serving Institutions: Exploring identity, practice, and culture.* New York: Routledge.

**Week 3:**

Dewey, J. (1934). The need for a philosophy of education. In Cochran-Smith, M., Feiman-Nemser, S., & McIntyre, D.J. (Eds.) (2008), *Handbook of Research on Teacher Education*, 3<sup>rd</sup> ed. (pp. 96-102). New York: Routledge.

Zeichner, K., Payne, K.A. & Brayko, K. (2014). Democratizing teacher education. *Journal of Teacher Education*, 66(2), 122-135.

Hernandez Sheets, R., Bustos Flores, B., & Riojas Clark, E. (2010)., Educar para transformar: A bilingual education teacher preparation model. In Bustos Flores, B., Hernandez Sheets, R., & Riojas Clark, E. (Eds.), *Teacher Preparation for Bilingual Student Populations* (pp. 9-24). New York: Routledge.

**Week 4:**

Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In Darling-Hammond, L. & Bransford, J. (Eds.), *Preparing Teachers for a Changing World* (pp. 390-441). San Francisco: Jossey-Bass.

Darling-Hammond, L. & Oakes, J. (2019). *Preparing teachers for deeper learning.* Cambridge: Harvard University Press. [chapter 2: "Seven exemplars"]

Herman, K. (2023). What we know now: Urban teacher residency models, teacher shortage, and equity. *Issues in Teacher Education*, 32(1), 56-73.

**Week 5:**

Bland, J.A., Wojcikiewicz, S.K., Darling-Hammond, L., & Wei, W. (2023). *Strengthening pathways into the teaching profession in Texas: Challenges and opportunities*. Learning Policy Institute.

Cochran-Smith, M. & Villegas, A.M. (2015). Framing teacher preparation research: An overview of the field, part I. *Journal of Teacher Education*, 66(1), 7-20.

Cochran-Smith, M. et al. (2015). Critiquing teacher preparation research: An overview of the field, part II. *Journal of Teacher Education*, 66(2), 109-121.

Supplemental:

Simons, H. (2009). *Case study research in practice*. Thousand Oaks: Sage.  
[available for download at UTEP Library as electronic book]

**Week 6:**

Lucas, T. & Villegas, A.M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory into Practice*, 52(2), 98-109.

Villegas, A.M. et al. (2018). Preparing future mainstream teachers to teach English Language Learners: A review of the empirical literature. *The Educational Forum*, 82(2), 138-155.

Smith, P.H. & Murillo, L.A. (2013). Repositioning biliteracy as capital for learning: Lessons from teacher preparation at the US-Mexico border. *International Journal of Qualitative Studies in Education*, 26(3), 301-323.

Brochin Ceballos, C. (2012). Literacies at the border: Transnationalism and the biliteracy practices of teachers across the US-Mexico border. *International Journal of Bilingual Education and Bilingualism*, 15(6), 687-703.

Supplemental:

Morris, A. (2015). *A practical introduction to in-depth interviewing*. Thousand Oaks: Sage.  
[available for download at UTEP Library as electronic book]

**Week 7:**

Gee, J.P. (1989). Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171(1), 5-17.

Lave, J. (1996). Teaching, as learning, in practice. *Mind, Culture, and Activity*, 3(3), 149-164.

Holland, D., Lachicotte, W.S., Skinner, D., Cain, D. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard. [select chapters]

Bartlett, L. (2007). Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, 18, 215-231.

**Week 8:**

Feimen-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291-309.

**Week 9:**

Achinstein, B. & Athanases, S.Z. (2006). New visions for mentoring new teachers. In Achinstein, B. & Athanases, S.Z. (Eds.), *Mentors in the Making: Developing New Leaders for New Teachers* (pp. 1-22). New York: Teachers College Press.

Achinstein, B. & Ogawa, R.T. (2011). Change(d) agents: School contexts and the cultural/professional roles of new teachers of Mexican descent. *Teachers College Record*, 113(11), 2503-2551.

**Week 10:**

Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press. [chapters 1-2, 4-6]

**Week 11:**

Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.  
<https://learningpolicyinstitute.org/product/teacher-prof-dev>.

Feimen-Nemser, S. (2012). Beyond solo teaching. *Educational Leadership*, 5, 10-16.

**Weeks 12-16:**

Readings and research tied to your Case Study Research Project

**Course Requirements:**

**Reading Responses (40%)** – To facilitate your understanding of and engagement with the research and theories integral to teacher learning, you will be asked to do written responses tied to the required readings. Your reading response should be 500-750 words in length, and should achieve three main things: (1) summarize the main arguments of the readings [summary]; (2) identify common themes/threads across the readings [synthesis]; and (3) pose 2-3 critical questions that connect theory/research with policy and practice or with other course readings [connections]. A rubric, as well as a template for the response, can be found in Blackboard. Throughout the semester, ten Reading Responses will be assigned (4 points each).

**Texas Teacher Preparation Landscape Project (10%)** – This inquiry project is focused on investigating the landscape of teacher preparation in the state of Texas. There are three key focus areas for the project: state requirements for teacher certification (from both the candidate side and the program side); types of educator preparation programs for initial certification; and details about different program types. The purpose is to learn more about the regulatory requirements that guide/constrain teacher preparation programs, and to learn about variety of programs that exist within Texas. The project will have both individual and group components, and will culminate in an in-class presentation on your findings. More information can be found in Blackboard under Week 3.

**Background Questionnaire** – Provide background information using the survey link provided in Blackboard under Week 1.

**Autobiographical Sketch (5%)** - This autobiographical sketch is an opportunity to reflect on and represent (either through writing or visually or both) your own experiences with professional learning across the lifespan -- specifically your own experiences with teacher preparation and induction, where relevant. To that end, the sketch should address the following questions:

- Who and what were your primary influences to go into the field of education (or more specifically, to become an educator)?
- What was your own pathway into education?
- What were your experiences with teacher preparation (if relevant)?
- What were your experiences with teacher induction and new teacher mentoring (if relevant)?
- Include any other relevant information about your pathway into and through education and about your own professional learning.

You may choose to compose a written response as your sketch, or you can visually map out your response (by hand or digitally). There are no word limits. We will share the autobiographical sketch in-class on 1/29.

**Dissertation Review (5%)** – Use the Proquest Dissertations and Theses database at UTEP’s library (<https://libguides.utep.edu/az.php?a=p>) to identify two UTEP dissertations in the field of education that are related to teacher education and/or teacher learning and/or teacher identities. Compose a 250-word summary of each dissertation (combined into one document), where you highlight the problem, key argument(s), methodology, and key data used in the dissertation studies. Include the title, author, and year of each dissertation in the document.

**Case Study Mini-Research Project (40%)** – The purpose of the Case Study Mini-Research Project is for you to have the opportunity to practice qualitative data collection and analysis in light of key research and theoretical concepts on professional learning across the profession. You will have the opportunity to select and interview one new teacher. Your analysis of this interview will serve as the basis for the findings in this project.

Key submissions tied to the Case Study Mini-Research Project include:

- Case Study Interview and Transcription (10%)
- Annotated bibliography (5%)
- Data analysis (5%)
- Research Report that includes context, abbreviated literature review, methodology, findings, and implications (15%)
- Presentation (5%)

More information can be found in Blackboard.

**Grading:**

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

**Assessment of Student Learning Outcomes:**

Assignment	Point Value	Learning Outcomes Assessed
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Reading Responses	40 points	#1-4
Autobiographical Sketch	10 points	#2
Texas Teacher Prep Landscape Project	10 points	#4
Case Study Research Project	40 points	#1-6

### **Technology Requirements:**

Course content is delivered via the internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Please also check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following [link](#) for more information about Microsoft Office 365 and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [UTEP Help Desk](#), as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **Course Communication:**

Communication is a critical part of learning and course delivery. In this class, we will see each other in-person for five class sessions; the remaining course delivery will be online asynchronous, with the exception of Study Team meetings and a Writing Conference with your professor toward the end of the semester. In addition to the five class sessions, these additional channels of communication are also available:

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the "General Questions/Queries" thread on the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Online Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Mondays from 3-5:30pm.

### **A Note on Research/Inquiry:**

The purpose of this course is to prepare and engage doctoral students in research related to the teacher learning continuum, with a focus on literacy/biliteracy contexts. As part of this preparation, you will have the opportunity to engage in hands-on data collection and analysis through the Case Study Research Project. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of these projects should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

**Attendance Policy:**

Attendance in the course is determined by participation in the learning activities of the course, including virtual sessions conducted via Zoom and face-to-face sessions held on campus. Your participation in the course is important not only for your learning and success but also to create a community of learners. Absences in virtual/face-to-face meetings for any reason are discouraged. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**Disability Policy:**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Equal Educational Opportunity:**

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu).

**Academic Integrity:**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for

possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **Copyright of Course Materials:**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **University Resources:**

UTEP provides a variety of student services and support:

#### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### **Additional Course-Specific Resources:**

#### Journals

The following journals can assist you in your practicum and inquiry project. These are just some examples. Most of them can be found electronically using the UTEP Library website:

*Journal of Teacher Education*

*Journal of Teachers and Teaching*

*Teachers College Record*

*Journal of Adolescent & Adult Literacy*

*The Reading Teacher*

*Language Arts*

*English Journal*

*Voices from the Middle*

*Research in the Teaching of English*

*Reading Research Quarterly*

*International Journal of Bilingual Education & Bilingualism*

*Bilingual Research Journal*

*Journal of Bilingual Education Research and Instruction*

#### Professional Organizations

The following professional organizations can also serve as a valuable resource:

International Literacy Association – <https://www.literacyworldwide.org/>

National Council for Teachers of English – <http://www.ncte.org/>

Texas Association for Bilingual Education – <http://www.tabe.org/>

National Association for Bilingual Education – <http://www.nabe.org/>



**Course Schedule [subject to change]:**

Date	Topic	Tasks & Assignments
<b>Weeks 1-2:</b> <b>Online</b> Jan 16-28	Introductions  The national landscape of teacher education  Teacher education at HSIs	Assignments: <ul style="list-style-type: none"> <li>• Background questionnaire – due by 1/18</li> <li>• Autobiographical sketch – due by 1/21</li> <li>• CITI Training – due by 1/25</li> <li>• Close reading of course syllabus</li> <li>• Close reading of:               <ul style="list-style-type: none"> <li>○ Schneider, “Marching forward...”</li> <li>○ Zeichner, “The struggle for the soul of teaching and teacher ed”</li> <li>○ Ostorga, Zuñiga, &amp; Hinton, “Bilingual teacher educators at an HSI...”</li> </ul> </li> <li>• Reading Response #1 – due by 1/28</li> </ul>
<b>Week 3:</b> <b>In-person</b> January 29	Why teaching? Why teacher education?	Assignments: <ul style="list-style-type: none"> <li>• In-person class session: Monday, 1/29, 5:30-8:20pm in EDUC 312</li> <li>• Close reading of:               <ul style="list-style-type: none"> <li>○ Zeichner et al, “Democratizing teacher education”</li> <li>○ Dewey, “The need for a philosophy of education”</li> <li>○ Sheets et al, “A bilingual education teacher preparation model”</li> </ul> </li> <li>• Reading Response #2 – due by 2/4</li> </ul>
<b>Week 4: Online</b> February 5	Design of teacher education  Teacher residency programs	Assignments: <ul style="list-style-type: none"> <li>• Close reading of:               <ul style="list-style-type: none"> <li>○ Darling-Hammond et al (2005), “The design of teacher education”</li> <li>○ Darling-Hammond &amp; Oakes (2019), “Seven exemplars”</li> <li>○ Herman (2023), “What we know now”</li> </ul> </li> <li>• Identify Case Study participants (due by 2/8)</li> <li>• Set up Case Study Interview #1</li> <li>• Reading Response #3 – due by 2/11</li> </ul>
<b>Week 5: Online</b> February 12	Research on teacher preparation  Teacher preparation in border contexts	Assignments: <ul style="list-style-type: none"> <li>• Close reading of:               <ul style="list-style-type: none"> <li>○ Bland et al, “Strengthening pathways...”</li> <li>○ Cochran-Smith &amp; Villegas, “Framing teacher preparation research”</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Cochran-Smith et al., “Critiquing teacher preparation research”</li> <li>• Supplemental Reading: <ul style="list-style-type: none"> <li>○ Simons, <i>Case study research in practice</i></li> </ul> </li> <li>• Conduct Case Study Interview #1</li> <li>• Texas Teacher Preparation Landscape Project – due on Blackboard by 2/18</li> <li>• Reading Response #4 – due by 2/18</li> </ul>
<p><b>Week 6: In-person</b> February 19</p>	<p>Linguistically responsive teacher preparation</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• In-person class session on 2/19, 5:30-8:20pm <ul style="list-style-type: none"> <li>○ Presentation of Landscape Project</li> </ul> </li> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Lucas &amp; Villegas, “Preparing linguistically responsive teachers”</li> <li>○ Villegas et al., “Preparing future mainstream teachers to prepare ELLs...”</li> <li>○ Smith &amp; Murillo, “Repositioning biliteracy...”</li> <li>○ Brochin Ceballos, “Transnationalism and the biliteracy practices of bilingual preservice teachers”</li> </ul> </li> <li>• Supplemental Reading: <ul style="list-style-type: none"> <li>○ Morris, <i>A practice introduction to in-depth interviewing</i></li> </ul> </li> <li>• Conduct Case Study Interview #1</li> <li>• Reading Response #5 – due by 2/25</li> </ul>
<p><b>Week 7: Online</b> February 26</p>	<p>Theoretical perspectives on (teacher) identities and learning</p>	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Gee, “Literacy discourse and linguistics”</li> <li>○ Lave, “Teaching, as learning, in practice”</li> <li>○ Holland et al, “Figured worlds”</li> <li>○ Bartlett, “Bilingual literacies, social identification, and educational trajectories”</li> </ul> </li> <li>• Transcription of CS Interview #1 – due by 2/29</li> <li>• Set up CS Interview #2</li> <li>• Reading Response #6 – due by 3/3</li> </ul>

<b>Week 8: Online</b> March 4	Continuum of teacher development and learning	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Feimen-Nemser, “From preparation to practice”</li> <li>○ Darling-Hammond, “Teacher education around the world”</li> </ul> </li> <li>• Conduct CS Interview #2</li> <li>• Analyze CS #1 Interview</li> <li>• Reading Response #7 – due by 3/10</li> </ul>
<b>Week 9: Spring Break</b> March 11-15	<b>SPRING BREAK</b>	[Work on Annotated Bibliography and Case Study Interview #2]
<b>Week 10: In-person</b> March 18	Teacher induction: Research and program models	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• In-person class session on 3/18, 5:30-8:20pm</li> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Achinstein &amp; Athanases, “New visions for mentoring new teachers”</li> <li>○ Achinstein &amp; Ogawa, “Change(d) agents...”</li> </ul> </li> <li>• Complete Annotated Bibliography – due 3/21</li> <li>• Reading Response #8 – due by 3/24</li> </ul>
<b>Week 11: Online</b> March 25	Professional capital  Research on teacher learning in the border context	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Hargreaves &amp; Fullan, <i>Professional Capital</i>, Ch 1-2, 4-6</li> </ul> </li> <li>• Review two UTEP dissertations on teacher education/learning/ identities <ul style="list-style-type: none"> <li>○ Take notes &amp; prepare for informal presentation on 4/1</li> </ul> </li> <li>• Transcription of CS Interview #2 – due by 3/28 at midnight</li> <li>• Analyze CS Interview</li> <li>• Reading Response #9 – due by 3/31</li> </ul>
<b>Week 12: In-person</b> April 1	Teacher learning in communities	<b>Assignments:</b> <ul style="list-style-type: none"> <li>• In-class session on 4/1, 5:30-8:20pm, EDUC 312 <ul style="list-style-type: none"> <li>○ Be ready to share findings from dissertation reviews</li> <li>○ Be ready to share analyses of case study interviews</li> </ul> </li> <li>• Close reading of: <ul style="list-style-type: none"> <li>○ Darling-Hammond, Hyler, &amp; Gardner, “Effective teacher professional development”</li> <li>○ Feimen-Nemser, “Beyond solo teaching”</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Draft #1 of Context, Lit Review, and Methods – due 4/7</li> <li>• Reading Response #10 – due 4/7</li> </ul>
<b>Week 13: Online</b> April 8	Case Study Research on Teacher Preparation/ Induction/Learning	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Meet with study team to share progress and provide feedback on early drafts</li> <li>• Draft #1 of Findings &amp; Implications – due 4/14</li> </ul>
<b>Week 14: Online</b> April 15	Case Study Research on Teacher Preparation/ Induction/Learning	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Meet with study team to share drafts and provide feedback on drafts</li> <li>• Conduct Writing Conference with Dr. Mein</li> <li>• Revise draft based on feedback</li> </ul>
<b>Week 15: Online</b> April 22	Case Study Research on Teacher Preparation/ Induction/Learning	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Finalize case study draft</li> <li>• Prepare for in-class presentation on 4/29 [modeled after conference presentation]</li> </ul>
<b>Week 16: In-person</b> April 29	Wrapping Up	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• In-class session on 4/29, 5:30-8:20pm, EDUC 312 <ul style="list-style-type: none"> <li>○ Conference-style presentation on case study project</li> </ul> </li> </ul>
<b>Final Week</b> May 6	Submission of Case Study Research Project Final Draft	<p>Assignments:</p> <ul style="list-style-type: none"> <li>• Final draft of Case Study Research Project paper due 5/9</li> </ul>