OVERVIEW OF THE COURSE

For at least two decades, teacher educators have focused a great deal of attention on preparing teachers to work with children who live in poverty and who often come from different social, racial, and/or ethnic backgrounds than their teachers. While we have learned a great deal and increased the focus on these issues in teacher education programs, novice teachers continue to find low-income schools challenging contexts in which to teach. In fact, Berry, Hopkins-Thompson, & Hoke (2002) reported that up to 50% of new teachers leave these contexts within three years. Stopping this revolving door of novice teachers in high poverty schools is our greatest challenge, and our greatest opportunity as teacher educators. In this course we will tackle this challenge by engaging in a collaborative exploration of theory and research related to teacher education content and pedagogy, teacher learning and socialization, and the impact of social class and diversity on educational outcomes at all levels.

More specifically, in this course we will focus on the following questions:

- What does the literature tell us about the achievement gap, about factors that impact this gap, and about effective instruction and management in high poverty schools?
- What does the literature tell us about: teacher learning and socialization, the nature and development of teacher knowledge, the influence of teacher education (and staff development) on teacher learning and the development of knowledge?
- What teacher education and/or staff development strategies are most likely to lead to high quality teacher learning?
- What are the current research issues related to teacher learning and teacher socialization in high poverty schools?
- Who are the leading researchers in teacher education and diversity and how does each contribute to our knowledge of teacher learning?

TEXTS:

4) Additional required readings in course packet (Target copy center) and in pdf files on the website. The course packet is a required text.
5) One additional book for the text critique assignment (this will be explained further in class).

**COURSE REQUIREMENTS** (for additional information see assignment description)

1. Reading and participation (10%)
2. On-line responses (10%)
3. Text Critique (25 %)
4. Exam (25%)  
   NOTE: If you have been a doctoral student for one year or longer, please see me. A comprehensive literature review or publishable quality manuscript may be substituted for these essays.
5. Critical Topical or Research Literature Review or Teacher Education Praxis Project (30%).

**GRADING SCALE**
A = 93 or above  
A- =90-92  
B+ = 87-89  
B = 83-86  
B- = 80-82  
C+ = 77-79  
C = 73-76  
C- = 70-72  
D+ = 67-69  
D = 63-66  
D- = 60-62  
E = 59 or below

**POLICIES:** Please read these and reread them before submitting assignments.

*Electronic Submission of Assignments:* All assignments should be submitted electronically on the date the assignment is due. Assignments must be submitted in Word (pdf files are not acceptable). You should submit your assignment via the course website (preferred) or through email. **If you submit through email you should not consider an assignment submitted until you receive a confirming email from me.**

*U.F. Computer Policy:* In keeping with the University of Florida’s student computer policy, all assignments completed for this class must be typed using a word processing program.
**Expectations for Written assignments:**

- Electronic submissions should be in Word and the electronic submission must include your name on the paper. In addition the file name must include your last name or initials. (e.g. ddrmidterm.doc).
- Use of spell-checking and grammar-checking tool is required. Points will be deducted from assignments with excessive spelling/grammar errors. If spelling/grammar is a challenge for you it is highly recommended that you use an editor.
- It is expected that you will revise your writing to correct common technical errors. With the exception of the midterm, it is permissible (even preferred) that you have a peer review your work before you submit it to help you identify and correct technical errors.
- Written assignments must be submitted through turnitin.com (as well as submitted electronically via the website.)

**Students with Disabilities:** Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students must supply an official letter from the Office for Students with Disabilities to assist in planning accommodations.

**U.F. Academic Honesty Policy:** As a result of completing registration at the University of Florida every student has agreed to the following statement:

> “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. If you are not certain of the definition of plagiarism, please speak with your instructor. NOTE: Submission of work completed to fulfill requirements for other classes may not be used for assignments in this class UNLESS you have specific permission from the instructor.

**Class attendance, preparation, and participation.** Attendance, preparation, and participation are expected. If you are experiencing difficulties, please contact your instructor immediately.
REQUIRED READINGS FROM COURSE PACKET AND ON WEBSITE (BOLD READINGS ARE PDF FILES FOUND ON THE WEBSITE).