**COLLEGE OF EDUCATION**

**GRADUATE DEPARTMENTAL COURSE SYLLABUS**

***“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE).  These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”***

1.    Course Prefix and Number: EDE 6366            Credit Hours:  3

2.    Course Title: Professional Development for Student Learning

3.    Regular Instructor:     Marc J. Summa, Ed.D.

                EDU 102D

                summam@mail.usf.edu

 Teacher Leadership Coordinator:    Rebecca West Burns, Ph.D.

                        EDU 202

                        rebeccaburns@usf.edu

4.    Course Prerequisites (if any):

There are no prerequisites for this course, but it is recommended that EDE 6076 Teacher Leadership for Student Learning, EDE 6486 Teacher Research for Student Learning, and EDE 6556 Coaching for Student Learning are taken prior to this course.

5.    Course Description:

This course prepares effective teacher leaders for facilitating job-embedded educator learning with a specific focus on P-6 student learning. Within this course, the student will: (1) develop an understanding of a variety of professional learning vehicles designed to strengthen teacher and student learning and (2) acquire the knowledge, skills, abilities needed to implement these tools within the school setting.

Graduate Certificate Statement:

This course is part of the graduate certificate in Teacher Leadership. This unique certificate offers a graduate level credential in a specialized field of study with a specific focus. Most certificates require 12 -15 hours of selected coursework. If you are interested in earning this credential, please go to <http://www.usf.edu/innovative-education/programs/graduate-certificates/application-process.aspx> for more information and to register for this certificate. The four courses in the Teacher Leadership Certificate include: (1) EDE 6076 Teacher Leadership for Student Learning, (2) EDE 6556 Coaching for Student Learning, (3) EDE 6486 Teacher Research for Student Learning, and (4) EDE 6366 Professional Development for Student Learning.

6.    Course Goals

1. Develop the knowledge, skills, and abilities to foster a collaborative culture to support educator development and student learning.
2. Develop the knowledge, skills, and abilities to facilitate professional learning for continuous improvement.
3. Develop the knowledge, skills, and abilities to foster attention to the needs of diverse student populations and the ability to identify and establish necessary changes in practice.

Course Objectives:

In completing the requirements for this course, the students will be able to:

1. Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning (TLMS 1)
2. Collaborate with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals (TLMS 3)
3. Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.(TLMS 6)
4. Examine a variety of job-embedded professional learning tools for fostering meaningful professional learning for teachers and for improved K-12 student learning (TLMS 3)
5. Advocate for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals (TLMS 7)
6. Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change (TLMS 3)
7. Use information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning (TLMS 3)
8. Assist colleagues in accessing and using research in order to select appropriate strategies to improve student learning (TLMS 7)
9. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues (TLMS 1)

7.    Content Outline:

In this course, students explore the theoretical underpinnings of job-embedded professional development as well as translate their theoretical knowledge into practice by engaging in professional learning with colleagues.  To achieve these ends, the course is divided into the following segments:

* The first segment introduces the theoretical underpinnings.
* The second segment introduces a toolbox of professional development tools with attention to the research base associated with each tool.
* The third segment provides students to practice the use of these tools under the coaching of the instructor.
* The fourth, and final segment provides the students with the opportunity to document their learning in relation to the course objectives and through analysis of this data establish future goals for their own professional growth.

**Modules:**

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| **Week/Date** | **Classwork** | **Homework** |
| 1 May 18thFace-to-FaceEDU 2534:00pm – 5:30pm  | a. Introductionb. What is job-embedded professional learning?* Example protocol:
	+ Four A’s
	+ Save the last word for me
* Exercise 2.3
 | *Reading (before the first class):* *Yendol-Hoppey and Dana***Chapters 1, 2 and 6****Discussion Post:**1. Introduction post
2. Exercise 1.1

*Optional Reading:**Zepeda***Chapter 1***School Professional Development Assessment***Due June 8th**  |
| 2May 25th On-LineModule | a. What is job-embedded professional learning?b. Exploring job-embedded professional learning tools: Where is your focus?- Lesson Study- Professional Learning CommunitiesExercise 2.3 - Step 2: Guide for SPDWhat did I learn from looking at all of the data from the exercises?What does it mean I have to do as a Teacher Leader as I create my professional development plan? | *Reading:* *Yendol-Hoppey and Dana***Chapters 7 and 10***Reading:**Zepeda***Chapter 2** **Assignment**Self-Reflection of CFG Facilitator’s Guide (Ballock) for SPD Assignment/Reflection on Discussion Board |
| 3June 1st Face-to-FaceEDU 2534:00pm – 5:30pm | a. Planning and implementing job-embedded professional learning- Analysis of findings from self-reflection    - look at the continuum and decide where you are and where we are as a class (similarities and differences)     - open-ended questions:\*Describe the most powerful professional development experience that you have engaged in during your career.  (Discussion from May 18th)     - Bring (peer) data from focus of SPD survey/questionnaireb. Exploring job-embedded professional learning tools- Inquiry- Action Research- Self-Study | *Reading:* *Yendol-Hoppey and Dana***Chapters 3 and 8** *Zepeda***Chapter 7***\*Critical Task: Inquiry into Educational Change***Due June 24th****(Create a template)** |
| 4June 8thOn-LineModule | a. Planning and implementing job-embedded professional learningb. Exploring job-embedded professional learning toolsOn-Line Protocol (TBD):- Book Studies- Conversation Tools - Technology ToolsE-mail what I did and why I did this | *Reading:* *Yendol-Hoppey and Dana***Chapter 4** *Reading:* *Zepeda***Chapter 9***Optional Reading**Zepeda***Chapter 6****Assignment Due:** *School Professional Development Assessment* |
| 5June 15thFace-to-FaceEDU 2534:00pm – 5:30pm | a. Planning and implementing job-embedded professional learning b. Advocating and sharing job-embedded professional learningWhat do we think about our plans?* Need to have a draft of ideas (protocol for drafting ideas)
 | *Reading:* *Yendol-Hoppey and Dana***Chapters 11 and 12***Reading:* *Zepeda***Chapter 4 and 5**  |
| 6June 22nd On-LineModule | a. Advocating and sharing job-embedded professional learning* Coaching
* Co-teaching

Courses available for these concepts - examine practice | *Reading:* *Yendol-Hoppey and Dana***Chapter 5 and 9***Reading:* *Zepeda***Chapter 3** *Optional Reading:***Badiali and Titus Article****Assignment Due 6/24:** *\*Critical Task: Inquiry into Educational Change* |

8.    Evaluation of Student Outcomes: (\* Indicates a critical assignment)

*Attendance and Participation:* *(25% of the total grade) (50 points)* You will lead one discussion during the semester. Sign-up sheets for discussion leadership date will be distributed the first night of class. Your preparation for and participation in class are important aspects of your involvement in this course. Your contributions to the quality of classroom learning activities influence your own learning as well as that of your colleagues. We expect that you will attend all classes, will come to each class having read the assigned readings carefully, and will participate actively in all learning activities including online discussions and activities. It is our desire to build a supportive, respectful classroom community where all feel safe and encouraged to share their ideas and their experiences. By sharing we stimulate the thinking and learning of others and ourselves. You will earn participation points by being well prepared and participating both verbally and non-verbally in small and large group class activities and by participating regularly in online activities. Unexcused absences or repeated lateness will result in the loss of one letter grade in class participation.

    *School Professional Development Assessment: (25% of the total grade) (50 points)*

You will conduct an assessment of yourself and your school to ascertain the current structures of professional development in your context. Through data collection and self-reflection based on course readings/discussions, you will analyze yourself, school structures, school governance and attitudes of teachers regarding professional development. You will use this data to create your Inquiry into Educational Change.

*Critical Task: Inquiry into Educational Change: (50% of the total grade) (100 pts.)*

You will conduct an inquiry into one change initiative in your teaching experience that you hope will be successful based on a relevant school-based problem that you are experiencing.  In your inquiry, include a contextual description, a description of the initiative, multiple perspectives on the initiative’s implementation and success/lack of success, and an analysis of why success/failure to succeed occurred. You will be responsible for engaging in all aspects of the inquiry process including reviewing research and dissemination. Your project must be posted to Canvas in the Teacher Leadership Certificate Completion Course and it must receive a B or better to count towards the Certificate. Students will be asked to revise and resubmit the assignment until it meets the standard of a B. However, instructors reserve the right to use the initial points earned from the first submission in determining the final grade for the course.

9.    Grading Criteria:

*Indicate what system will be used (i.e. straight letter grade, a plus and minus, or an S/U); grading scale, circumstances under which an “I” will be awarded. Indicate that “No grade below C- or S will be accepted toward a graduate degree”.*

*For programs leading to FLDOE certification or those that support those programs, indicate what assignments are critical assignments and the consequence if one or more are not completed.*

A+        100                C+        79-80

A        93-100                C        73-78

A-        91-92                C-        71-72

B+        89-90                D+        69-70

B        83-88                D        62-68

B-        81-82                F        Below 61

10.    Textbook(s) and Readings:

## Yendol-Hoppey, D., & Dana, N.F. (2010). *Powerful Professional Development: Building Expertise Within the Four Walls of Your School*. Thousand Oaks, CA.  Corwin Press.

## Zepeda, S. (2014). *Job-Embedded professional development: Support, collaboration and learning in schools.* New York, NY: Routledge.

11.**UNIVERSITY POLICIES: Standard Policies**

1. **Final Examinations Policy** - all final examinations are to be scheduled in accordance with the University's final examination policy.  <http://www.ugs.usf.edu/policy/FinalExams.pdf>
2. **General Attendance Policy** <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
3. **Early Notification Requirement for Observed Religious Days** - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
4. **Academic Integrity of Students** <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
5. **Disruption of the Academic Process** <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
6. **Gender-Based Crimes** - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](http://www.sa.usf.edu/ADVOCACY) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](http://www.usf.edu/student-affairs/counseling-center/) (813-974-2831) and [Student Health Services](http://www.usf.edu/student-affairs/student-health-services/)(813-974-2331).
7. **Student Academic Grievance Procedures** <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
8. **Students with Disabilities** - Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
	* See student responsibilities: [http://www.sds.usf.edu](http://www.sds.usf.edu/)
	* See instructor responsibilities: <http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY>
9. **Turnitin Privacy Policy**

In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.

* + [How do I submit a Turnitin Assignment?](http://guides.instructure.com/s/2204/m/4212/l/64908-how-do-i-submit-a-turnitin-assignment)
1. **University Emergency Policy**

*In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information*