**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, Number, Title & Credit Hours:

EDE 6366 Professional Development for Student Learning 3.0 Credit Hours

EDE 6076 Teacher Leadership for Student Learning 3.0 Credit Hours

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

                EDU 102D

[summam@mail.usf.edu](mailto:summam@mail.usf.edu)

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

                        EDU 202

[rebeccaburns@usf.edu](mailto:rebeccaburns@usf.edu)

3.    Course Prerequisites (if any):

To participate in these courses, you must be identified as a collaborating teacher, instructional coach, teacher leader, and/or resource teacher. Collaborating teachers must have an annual evaluation score of 55 and/or special permission from HCPS and USF.

4. Program Description:

In collaboration with the University of South Florida College of Education (USFCOE), the purpose of the Mort Teacher Leadership Academy (MTLA) is to develop teacher leaders who are able to systematically study their own practice, effectively coach other teachers and preservice teachers, facilitate meaningful job-embedded professional learning, and become a facilitator of change for the improvement of student learning. This purpose is enacted through Mort Elementary’s differentiated approach to professional development. This plan recognizes that in order to better meet the professional learning needs of the staff, professional development must also be targeted and differentiated. As a result the professional development is offered with collaboration between the school principal, a USFCOE Professor-in-Residence, a cadre of Mort Elementary’s collaborating teachers, resource teachers, and instructional coaches enrolled in the USFCOE’s Teacher Leadership Certificate. MTLA is aligned with the National Teacher Leadership Standards (http://www.teacherleaderstandards.org/). The courses are taught on-site at Mort Elementary, are integrated as part of the work and professional development in which the teachers are engaged, and are adjusted to meet the needs of the teachers and the schools.

Course Descriptions: These courses are aligned with the HCPS academic calendar. Throughout the course of the 2014-2015 academic year, the MTLA participants will be enrolled in the final two courses in the USF Teacher Leadership Certificate. Because these courses are taught on site, the goals and objectives are grounded in real problems of the practice. As clinically-centered courses, the activities and experiences are designed around the school’s School Improvement Plan using authentic problems the staff is experiencing. In this way, theory is grounded in authentic problem based learning and, when studied, these experiences may inform the conceptual and theoretical knowledge base of teacher leadership.

*EDE 6366 Professional Development for Student Learning.* This course prepares effective teacher leaders for facilitating job-embedded educator learning with a specific focus on P-5 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.

Overview: 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.

*EDE 6076 Teacher Leadership for Student Learning.* The purpose of this course is to prepare classroom teachers to become facilitators of change as they explore the various teacher leadership roles in the K-12 contexts, including exemplary practitioner, curriculum decision-maker, researcher, advocate, and facilitator or job-embedded professional development. Guided by equity and advocacy lenses, we will critically analyze current scholarship regarding teacher leaders and their role in facilitating teacher learning and the school renewal process.

6. Course Goals and Objectives:

In completing the requirements for these courses, the students will be able to:

*EDE 6366 Professional Development for Student Learning:*

1) Develop the knowledge, skills, and abilities to foster a collaborative culture to support educator development and student learning.

a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change; ISLLC 1C, 3C, 3D; InTASC Performances 3A, 3C, 6D, 7A, 7E, 10A

b) Models 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; ISLLC 1C, 5B; InTASC Performances 3F, 3H, 3Q, 3R, 5E, 5N, 8H, 8J

c) 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; ISLLC 2A, 5B; InTASC Performances 6F, 10B, 10C and

d) Collaborates 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; ISLLC 1A, 2F; InTASC Performances 2F, 3A, 7A, 7E, 8C, 10B, 10C, 10I

e) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning; ISLLC 2H, 3B; InTASC Performances 2C, 3G

f) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; ISLLC 2H, 3B; InTASC Performances 3G, 3H, 4G, 8G, 9F, 10G and

g) Advocates 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; ISLLC 6B; InTASC Performances 10J, 10K

2) 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.

a) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; ISLLC 5C; InTASC Performances 2D, 3B, 3E, 4B, 5G and

b) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues. ISLLC 4B; InTASC Performance 3C

c) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning; ISLLC 1A, 2F; InTASC Performances 2A, 2B, 2C, 7A, 7B, 7C, 8A

d) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction. ISLLC 2C, 5C, 2F; InTASC Performances 1E, 4B, 5G, 8D, 9E, 9M

e) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; ISLLC 4A; InTASC Performances 2D, 9D, 9E

3) Develop the knowledge, skills, and abilities to facilitate professional learning for continuous improvement.

a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning; ISLLC 4A; InTASC Performances 1B, 4C, 5A, 5B, 5C, 8G, 10H, 10I

b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning; ISLLC 1E, 3A, 4A; InTASC Performances 6C, 6I, 9C

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; ISLLC 4D; InTASC Performances 10E and

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning. ISLLC 1B; InTASC Performances 5D, 5E, 6I, 6L, 10A, 10I

e) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards; ISLLC 2F; InTASC Performances 1A, 6A, 6G, 9C

*EDE 6076 Teacher Leadership for Student Learning:*

1. Demonstrate understanding and use knowledge of cultural and ethnic differences in both the school community and larger context to foster a collaborative, collegial culture for the purposes of change, instructional growth, and student learning. (TLMS 1e, 6a, 6c, 6d)

* Model effective communication and collaboration skills with colleagues in the school community and the larger community context (TLMS 6b)
* Understand the central role of teacher leadership in school change, identify tools for change facilitation, and recognize why some change initiatives succeed and others are less successful (TLMS 2d)
* Recognize the role of research in creating knowledge, guiding inquiry process, and informing professional practice of both themselves and colleagues (TLMS 2d)
* Understand and use knowledge of the diverse needs of adult learners and the current educational climate to plan and facilitate professional learning experiences (TLMS 3b, TLMS 3h)

5) Demonstrate understanding of and support colleagues use of a vast array of technological resources available to support the learning of P-12 students (TLMS 4e)

* Use deep understanding of teaching and learning to promote instructional approaches that facilitate effective instruction for diverse P-12 learners, their families, and the community (TLMS 4f, TLMS 6e).
* Understand the role of classroom and school-based data driven decision-making and identify and guide use of appropriate summative and formative assessment tools in the data collection process. (TLMS 5a)
* Create collegial climates that foster collaboration in the design, collection, and interpretation of various forms of student data for the purposes of professional growth and student learning (TLMS 5b, 5c)
* Examine the role of local, state, and national educational policy on P-12 learners, and explore strategies for disseminating information on the impact of educational policy on P-12 classroom (TLMS 7a, 7b)
* Understand role of teacher leaders as advocate for best practices for diverse student learners, for acquisition of professional and school level resources, and for the teaching profession in larger contexts. (TLMS 7c, 7d, 7e)

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/Content Outline**:

|  |  |  |
| --- | --- | --- |
| **Date** | **Classwork** | **Homework Due** |
| **Week 1**  Monday  August 1st  @USF-Patel  8:00am – 4:00pm | Community Building  Goal Setting  Creating Communities Conducive for Inquiry and Change  Conversation Tools | *Reading:*  *Yendol-Hoppey and Dana*  **Chapter 1 and 2**  **August Small Group Dates:**  **17th, 24th, 31st** |
| ***Tuesday***  ***August 2nd – Tuesday***  ***August 9th*** | ***Preplanning Days*** |  |
| ***Wednesday***  ***August 10th*** | ***First Day of School*** |  |
| **Week 2**  Monday  August 15th  2:00pm – 4:00pm | What is job-embedded professional learning?   * Introduction * Identifying Our Leadership Experiences * Protocol: Four A’s | *Reading*  *Zepeda*  **Chapter 1**  *Assignment:*  *Yendol-Hoppey and Dana*  **Exercise 1.1** |
| **Week 3**  Monday  August 29th  2:00pm – 4:00pm | What is job-embedded professional learning?   * Digging Deeper * Dispositions of Effective Leaders | *Reading:*  *Yendol-Hoppey and Dana*  **Chapter 3 and 10**  *Assignment:*  *Yendol-Hoppey and Dana*  **Exercise 2.3**  **September Small Group Dates:**  **7th, 14th, 21st** |
| ***Monday***  ***September 5th*** | ***No School – Labor Day*** |  |
| **Week 4**  Monday  September 12th  2:00pm – 4:00pm | What is job-embedded professional learning?   * Lesson Study * Professional Learning Communities   Exercise 2.3 - Step 2: Guide for SPD  What 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*  **Chapter 7**  *Reading:*  *Zepeda*  **Chapter 2**  **Assignment**  *Preview: School Professional Development Assessment*  **due December 12th** |
| **Week 5**  Monday  September 26th  2:00pm – 4:00pm | 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.       - Bring (peer) data from focus of SPD survey/questionnaire | *Reading:*  *Zepeda*  **Chapter 7**  **Assignment**  Self-Reflection of CFG Facilitator’s Guide (Ballock) for SPD Assignment/Reflection on Discussion Board  **October Small Group Dates:**  **5th, 12th, 26th** |
| ***Monday***  ***October 10th*** | ***No School – Non-student Day*** |  |
| **Week 6**  Monday  October 3rd  2:00pm – 4:00pm | Exploring job-embedded professional learning tools  - Inquiry  - Action Research  - Self-Study | *Reading:*  *Yendol-Hoppey and Dana*  **Chapter 8** |
| **Week 7**  Monday  October 31st  2:00pm – 4:00pm | Exploring job-embedded professional learning   * Book Studies * Ex: “Teach Like A Pirate” | *Reading:*  *Yendol-Hoppey and Dana*  **Chapter 4**  **November Small Group Dates:**  **2nd, 9th, 16th** |
| ***Friday***  ***November 11th*** | ***No School – Veteran’s Day*** |  |
| **Week 8**  Monday  November 7th  2:00pm – 4:00pm | Exploring job-embedded professional learning   * Conversation Tools * Technology Tools | *Reading:*  *Zepeda*  **Chapter 9** |
| ***Monday***  ***November 21st –Friday***  ***November 25th*** | ***No School – Thanksgiving Break*** |  |
| **Week 9**  Monday  November 28th  2:00pm – 4:00pm | Characteristics of Effective Leaders  Skills of Effective Leaders  Various Roles of Teacher Leaders | *Reading:*  *Zepeda*  **Chapter 6**  **December Small Group Dates:**  **\*Nov. 30th, 7th, 14th** |
| **Week 10**  Monday  December 12th  2:00pm – 4:00pm | Presentations of:  **School Professional Development Assessment** | *School Professional Development Assessment* **due by midnight**  **January Small Group Dates:**  **4th, 11th, 18th** |
| ***Monday***  ***December 19th – Friday***  ***December 30th*** | ***No School – Winter Break*** |  |
| ***Monday***  ***January 2nd*** | ***No School – Winter Break*** |  |
| **Week 11**  Monday  January 9th  @USF-Patel  2:00pm – 4:00pm | Effective Professional Learning Communities  Focus on meeting the goals of the course – review each component in the syllabus | *Sign-Up for Class Discussion*  **Attendance and Participation:**  **(25% of the total grade) (50 points)**  *Group 1 – 3 students*  *Group 2 – 2 students*  *Group 3 – 2 students*  *Group 4 – 2 students*  *Group 5 – 3 students*  [http://www.ccsso.org](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf" \t "_blank) |
| ***Monday***  ***January 16th*** | ***No School – Martin Luther King, Jr. Day*** |  |
| **Week 12**  Monday  January 23rd  @USF-Patel  2:00pm – 4:00pm | Class Discussion – Group 1  **Topic:** Develop the knowledge, skills, and abilities to foster a collaborative culture to support educator development and student learning. | **Reflection 1 due February 6th**  **(25% of total grade) (5 points)**  **February Small Group Dates:**  **1st, 15th, 22nd** |
| **Week 13**  Monday  February 6th  @Pizzo  2:00pm – 4:00pm | Class Discussion – Group 2  **Topic:** 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. | **Reflection 2 due February 27th**  **(25% of total grade) (5 points)** |
| ***Friday***  ***February 10th*** | ***No School – Florida State Fair Day*** |  |
| **Week 14**  Monday  February 27th  @Pizzo  2:00pm – 4:00pm | Class Discussion – Group 3  **Topic:** Develop the knowledge, skills, and abilities to facilitate professional learning for continuous improvement. | **Reflection 3 due March 6th**  **(25% of total grade) (5 points)**  **March Small Group Dates:**  **1st, 22nd, 29th** |
| **Week 15**  Monday  March 6th  @Mort  2:00pm – 4:00pm | Preparation for National Association of Professional Development Schools Presentation |  |
| ***Monday***  ***March 13th – Friday***  ***March 17th*** | ***No School – HCPS Spring Break***  ***No School – USF Spring Break*** |  |
| **Week 16**  Monday  March 20th  @Mort  2:00pm – 4:00pm | Class Discussion – Group 4  **Topic:** Demonstrate understanding and use knowledge of cultural and ethnic differences in both the school community and larger context to foster a collaborative, collegial culture for the purposes of change, instructional growth, and student learning. | **Reflection 4 due April 3rd**  **(25% of total grade) (5 points)**  **April Small Group Dates:**  **12th, 19th, 26th** |
| **Week 17**  Monday  April 3rd  @Witter  2:00pm – 4:00pm | Class Discussion – Group 5  **Topic:** Demonstrate understanding of and support colleagues use of a vast array of technological resources available to support the learning of P-12 students | **Reflection 5 due April 17th**  **(25% of total grade) (5 points)** |
| ***Friday***  ***April 14th*** | ***No School – Good Friday*** |  |
| **Week 18**  Monday  April 17th  @Witter  2:00pm – 4:00pm | Preparing for the University of South Florida’s Practitioner Research Conference | **Inquiry into Educational Change: (50% of the total grade) (100 pts.)**  **Submit to Teacher Leadership Certificate on Canvas by May 1st** |
| **Week 19**  Monday  May 1st  @USF-Patel  2:00pm – 4:00pm | Preparation for Advisory Board Presentation |  |
| **Week 20**  Monday  May 8th  2:00pm – 4:30pm | UTRPP Pinning Ceremony |  |
| **Week 21**  Monday  May 15th  @TBD  2:00pm – 4:00pm | End of course celebration |  |
| ***Friday***  ***May 26th*** | ***Last Day of School*** |  |

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*