EDG 7359: Professional Development and Teacher Learning

Spring 2014: Section 01C7

Alyson Adams, Ph.D.
G-315 Norman Hall; 352-273-4107
adamsa@coe.ufl.edu

Course Overview
It has long been argued that teachers cannot create the conditions for student success unless similar conditions are put into place for teacher learning and teacher success (Sarason, 1972). Current educational reform hinges on improving teacher practice, which requires intense commitment to improving teacher knowledge and skills and then the translation of that new learning into classroom contexts. In this course we will examine teacher learning within professional development, the essential elements of high quality professional development, how to measure the impact of professional development, and multiple ways in which professional development is being played out in district, state, and national contexts.

Course Objectives
In this course, students will develop an understanding about the following big ideas and be able to apply that learning to related area(s) that may be domain-specific. They will engage in scholarly discussion and writing related to these concepts.

1. How is teacher learning essential to educational improvement?
2. What research-based frameworks exist related to professional development, and how do those frameworks guide approaches to designing, delivering, and measuring the impact of professional development?
3. What is high quality professional development?
4. How have learning communities been used to enhance teacher learning?
5. What is the impact of high quality professional development (PD) on teacher learning?
6. In what ways does state policy regarding professional development help or hinder teacher learning? How do existing PD policies simply reinforce the status quo related to equity?
7. How are national policies influencing the direction of teachers’ professional development?

Course Topic Overview & Schedule with Readings Information

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<tr>
<th>DATES</th>
<th>TOPICS &amp; TASKS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1/6</td>
<td>Pedagogy vs. Andragogy: Setting the stage</td>
<td>Jonassen &amp; Land (2012)</td>
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<td>Merriam (2001)</td>
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<td>Cochran-Smith &amp; Lytle (2001)</td>
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<td>1/20</td>
<td>What is High Quality PD? What does it look like?</td>
<td>Webster-Wright (2009)</td>
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<td>JEPD issue brief – available on website</td>
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<td>• PD Brief for school-based coaches DUE 2/2 midnight</td>
<td>Desimone (2009)</td>
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<td>2/3</td>
<td>Professional Learning Communities</td>
<td>Vescio, Ross, &amp; Adams (2008)</td>
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PLCs continued: Focus on student learning

2/17 Orlando weekend! Feb 21-22
Measurement Challenges in PD
- In Orlando -- You will spend some of the time working in groups on your PD rubrics.

2/24 What works in PD?
- Rubric for HQPD DUE 3/2 midnight

3/3 UF Spring Break
- Work on your paper or next week’s chart

3/10 Analyzing PD studies
- Post your chart of your assigned science PD article by 3/13 midnight

3/17 PD Policy and national organizations Florida’s PD Protocol Review System
- Killion & Davin (2009)
- Learning Forward PD standards (online)

3/24 Work week:
- TOPIC AREA Paper DUE 3/30 midnight to Turnitin.com
- CHART of research findings due online (not in turnitin)

4/7 JEPD and Teacher Evaluation
- Report from NCCTQ – Coggshall et al. (2012) – available freely online

4/14 Work week:
- PD project is due on 4/20 midnight
- Sharing will begin on 4/21 so it must be posted on time on 4/20

4/21 PD Project Showcase and Discussion
- Use your PD rubrics as a springboard to discussion online
- Read each other’s PD projects and discuss

4/28 Resistance to PD
- Knight (2009)
- NASSP Bulletin (2008) – available online

Readings

There is no textbook for this class. Course readings are available in a course packet at Target Copy, University Avenue. You can order it by calling 352-376-3826 and mentioning the course number (EDG 7359) and my last name (ADAMS). That packet includes the following (in order of use in class):


Available to read online or download:


**Topic Paper Reading:**
Be prepared to search for and read at least 6-9 empirical articles for your major topic paper. You can include commentary articles beyond that, but you should aim for at least 6 empirical articles for your topic area paper. You will chart information from the empirical articles to include with your topic area paper using categories such as citation, purpose, methodology, findings, and implications/connections.

**Course Requirements**
- Reading and participation (20%)
- Synthesis and Translation papers (20%)
- Topic Paper (40%)
- Professional Goal Project (20%)

**Grading Scale**
- A = 94.0 or above
- A- = 90.0-93.9
- B+ = 87.0-89.9
- B = 83.0-86.9
- B- = 80.0-82.9
- C+ = 77.0-79.9
- C = 73.0-76.9
- C- = 70.0-72.9
- D+ = 67.0-69.9
- D = 63.0-66.9
- D- = 60.0-62.9
- E = 59.0 or below

For greater detail on the meaning of letter grades and university policies related to them, see the current graduate catalog: [http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#grades](http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#grades)

**Assignment Details**
1. **Participation (20%)**: In addition to meeting in class and participating in (and often leading) interactive discussions, you should also expect to spend a substantial amount of time interacting online in discussion forums to extend the ideas discussed in class. Participation expectations and online structures will be explained in more detail during the first week of class. Within our discussions, you will be expected to synthesize readings, push the thinking of yourself and the group, and connect readings within and beyond the class. Participation grades will be based on overall participation in class discussions (face to face and online). You will receive feedback at the semester halfway point regarding the quality of your participation at that point.

2. **Synthesis and Translation Papers (20%)**: At various times during the course you will be required to write papers for different audiences. These are short papers (3-4 pages), and the style of writing will vary. As a professional, it will be important for you to be able to translate research for different audiences. You will write:
   - A short brief on effective PD written for school-based content area coaches
   - A rubric for high quality PD written for PD evaluators
   - A chart of research findings for one scholarly PD paper, written in brief yet academic style
   - A chart of research findings for your own topic paper, academic style

These are meant to be very short papers (3-4 pages double-spaced in most cases) so you have to learn to get to the point quickly and to speak to the needs of your audience. This is one-fifth of the grade in this class because it shows not only synthesis of course topics, but application.

3. **Topics Paper (40%)**: More information will be given later in the semester, but this writing project will be a major assignment with some flexibility on topic. Length of the paper will depend on your topic and the extent to which empirical research is available, with suggested page length of
approximately 12-14 pages double-spaced (APA style). You are required to get the topic approved ahead of time, but it should be related to professional development or teacher learning (for example, a paper about lesson study and a review of any studies of impact of this PD strategy). During the course you will be required to show progress toward your collection of literature for this paper. A chart of findings is required for the paper, but does not count toward total page limit. Reference section must be double-checked for accuracy (APA), and will not count toward the total page limit.

4. **Professional Development Project (20%)**: Based on what you learn about PD in this course, you will design a PD experience of approximately 2 days (plus some follow up beyond that). You will receive more information with details as the semester progresses, but you will basically be submitting the PD plan plus a short reflective paper (5-9 pages) that explains your design and evaluation decisions. The plan can be bulleted and somewhat brief, as long as the reflective paper explains the reasoning. The plan you create must be somewhat reasonable and cost effective – meaning that you can’t design a “pie-in-the-sky” PD plan that is not do-able in the real world. The best projects will be something you actually plan to implement in the near future, but I know that is not always possible in your contexts. When possible, plan for your own contexts and make plans to implement it as part of your development as a practitioner scholar. The scope of your project will vary, but at the minimum, you will write up a summary of what you did and what you learned in 5-9 double-spaced pages and turn in the actual PD plan itself. Toward the end of the semester you will also present your project in an online discussion forum and react to the presentations of your peers, using your PD rubric to critique the plans of others and provide feedback. **NOTE: While the PD plan may be done in pairs, each person must turn in an original and sole-authored reflection paper.**

**Participation/Attendance, Late Work Policy, and Professional Skill Development**

It is expected that students will participate fully in online class discussions. Class will be structured as a mix of small and large group discussions and group membership will vary so you interact with many people during the semester. In addition to course assignments and papers, 20% of the final grade is based on level of participation in these discussions because I believe that learning is socially constructed. Online discussions are designed to extend conversation beyond the time and space constraints of a typical traditional face to face class. Do not expect to log in for 2 hours a week on one particular day and conduct all your discussion then. The discussions are designed to happen over the course of a week because I believe our best learning happens with extended opportunities to think, react, and reflect as a community of learners over time. To assist with online conversations, I will set interim deadlines throughout the week for the first post and then subsequent reactions and discussion just to keep things moving. The deadlines are suggested, but if you consistently miss deadlines and post late, your group cannot sustain a deep discussion. For that reason, if you are consistently late with posts, your participation grade will suffer and you may be assigned replacement work to read or respond to. Late work (papers or discussions) will not receive full credit. Papers turned in within 3 days of the due date are docked 5%; after that, papers are docked 10% of the final grade.

**Submission of Assignments**: Most smaller assignments will be submitted within the course website with the exception of the topics paper, which will be submitted via [http://www.turnitin.com](http://www.turnitin.com). In Turnitin I have set up the course to allow multiple submissions and allow students access to their originality reports in order to alert you to problems ahead of time. Turnitin course code (and password): 7371136 (ADAMS).


**Professional Writing Style:** All assignments should follow the guidelines set forth in the APA manual, 6th edition.

**University Policies**

**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. Use of spell-checking and grammar-checking programs is strongly encouraged. Points will be deducted from assignments with excessive spelling/grammar errors.

**Academic Integrity:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

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.

**Attendance and Make-up Exams and Assignments**
Students are expected to attend all class sessions. Much of the work in this course occurs during class sessions and cannot be repeated outside class in an equivalent manner. Students who have difficulty meeting this expectation should speak with the instructor to determine whether make-up assignments or exams are possible. Absence for permitted religious reasons, documented medical concerns, and other reasons as documented in University policy will be handled accordingly. Requirements for class attendance and make up exams, assignments, and other work are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Online Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/results).

**Accommodations for Students with Disabilities**
If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office ([http://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)). The Dean of Students Office will provide documentation
to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

*Counseling and Student Health*

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: [http://www.counseling.ufl.edu/](http://www.counseling.ufl.edu/). Also, crisis intervention is always available 24/7 from Alachua County Crisis Center 352-264-6789, or contact University Police 352-392-1111.