*Campbellsville University*

**School of Education, G2 Term** (**August 28th- October 21st) 2017**

**Chat: Wednesday 6:30 p.m. – 7:45 p.m.**

**ED 705-01 Effective Professional Development**

**Professor:** Dr. Valerie Flanagan

**Cell Phone:** (270) 566-1033 (no calls after 8:00 pm**)**

**Office Phone:** 270-789-5482

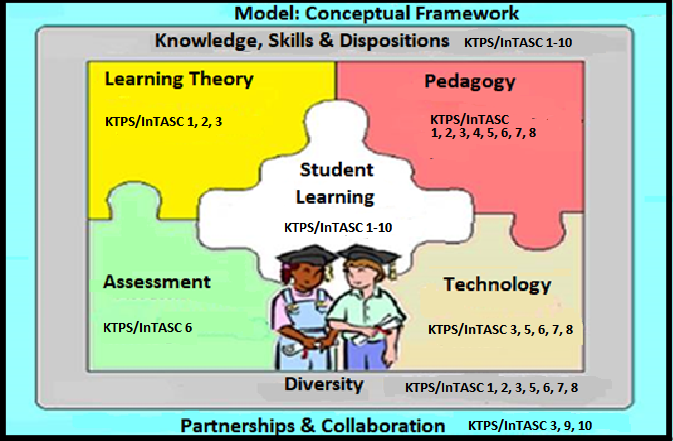
**Office:** 124

**Office Hours:** Tuesday and Thursday, 9:00 a.m.-2:00 p.m., appointments as needed RM 124

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**Campus Safety and Security Officers** *789-5555 or 403-3611*

***Empowerment for Learning***



**Course Description:**

*This course, which is the capstone course for the Rank I program, includes a study of professional development and leadership concepts and ideas that have useful application for classroom teachers. This consists of developing instructional leadership skills that include the designing and implementation of effective professional development programs that focus on integration of the existing data base, theory, rationale, knowledge base, and delivery strategies supporting the professional development process to insure learning and achievement for all students.*

**CREDIT: 3 hours**

**Text:** Zepeda, Sally J., (2012). Professional development: What works. 2nd Edition. New York, NY: Routledge.

**Pre-requisites:**

Successful completion of ED 701 (approved Culminating Project), as well as successful or ongoing implementation of the project.

**Alignment with Curricular Guidelines and National Standards:**

**In TASC Standards**

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8 Instructional Strategies

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration

**CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**International Literacy Association Standards**

Standard 1-Foundational Knowledge

Standard 2-Curriculum and Instruction

Standard 3-Assessment and Evaluation

Standard 4-Diversity

Standard 5-Literate Environment

Standard 6-Professional Learning and Leadership

**CAEP Advanced Standards**

Standard A1.1

Standard A1.2

**ISTE Standards**

Standard 1: Technology Operations and Concepts

Standard 4: Assessment and Evaluation

Standard 5: Productivity and Professional Practice

**Association for Middle Level Education**

Standard 1: The Learner and Learning

Standard 4: Middle Level Instruction and Assessment

Standard 5: Middle Level Professional Roles

**Council of Exceptional Children Standards**

Standard #1-Foundations: ICC1K7, ICC1K8, BD1K2, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, BD2K1, LD2K3

Standard #3-Individual Learning Differences: ICC3K1, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S5, BD4S1, BD4S2, LD4K1, LD4S1, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2

Standard #7-Instructional Planning: ICC7S2, ICC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2

Standard # 10-Collaboration: ICC10K3, ICC10S6, BD10S1, LD10K2

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Common Core State Standards in designing learning goals/objectives and Assessments.

**Alignment Matrix:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance  Assessments &  Objectives | ILA Content  Literacy  Standards | CU Diversity Proficiencies (from KTPS/InTASC) | CAEP &  InTASC  Standards | ISTE |
| Chapter/Professional Journal Article Critique  Course Objectives 6,7 | 1, 4, 6 |  | CAEP – A.1.1  InTASC – 9,10 | ISTE – 1,4,5 |
| Discussion Forums and Weekly Class Participation  Course Objectives 1-7 | 1-6 |  | CAEP – A.1.1  InTASC – 3(n-r), 9, 10 | ISTE – 1, 5 |
| Ch/Profess. Journal Article P. P. Presentations, Improvement Plan Presentations and Video  Course Objectives 1-7 | 1-6 | 1B | CAEP – A.1.1. A.1.2  KTSP/InTASC 7(a, e, m), 8(b), 9(k), 10(b, c, i, k, q, t) | ISTE – 1, 5 |
| Professional Development Planning Guides 1, 2 and Summary  Course Objectives 1-7 | 1,4,6 |  | CAEP – A1.1, A.1.2  InTASC – 9,10 | ISTE – 1, 5 |
| Final Proposal, Progress Reports  Course Objectives 1-7 | 1,4,6 | 6G, 7B, 9H, 10Q | CAEP – A.11, A.1.2  KTSP/InTASC 1(c), 7(a, e, m), 8(b), 9(c, k), 10(b, c, i, k, q, t) | ISTE – 1, 5 |
| Written Reflection of culminating project presentation experience and field experiences  Course Objectives 1-7 | 1-6 | 7B | CAEP - A1.1, A.1.2  InTASC – 2, 9,10 | ISTE – 4 |
| Resource List  Course Objectives 6 | 1,4,5 |  | CAEP – A.1.1  InTASC – 9,10 | ISTE – 1, 5 |
| Revised School Improvement Plan  Course Objectives 1-7 | 3,6 | 7B | CAEP – A.1.1, A.1.2  InTASC – 9,10 | ISTE – 1, 5 |
| Revised Profess. Growth Plan  Course Objectives 1-7 | 3,6 |  | CAEP – A.1.1, A.1.2  InTASC – 9,10 | ISTE – 1, 5 |

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence, and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

· Knowledge and skills

· Caring Dispositions, including respect for diversity

· Commitment to life-long learning in a global society-

· Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Course Objectives:** Upon completion of this course, the students will be able to:

1. Understand variety of models for planning, implementing and evaluating professional development programs
2. Identify best practices in planning and delivery of effective professional development programming
3. Identify barriers to implementation of change
4. Utilize strategies for follow-up of programs to build capacity, insuring application of new knowledge and skill in classrooms
5. Collaborate with key stakeholders in planning and delivering effective professional development
6. Learn where to find professional development resources
7. Understand adult learning theory

**Course Topics**

A. Principles of effective professional development:

1. reflects best available interpretation of relevant knowledge, including empirical research and the

consensus of professional opinion in teaching, learning, and leadership

2. based on knowledge of adult learning

3. is periodically assessed to show its impact on teaching practice and/or student learning

4. is supported by the intellectual and financial commitment which enables the achievement of

professional development plans

5. is supported by sufficient time during working hours to engage in collegial consultation and

learning to support professional development

B. Professional development as an emerging field

C. Frameworks for professional development

D. Collegial support, reflective inquiry, and external support frameworks

E. Teacher Leadership

F. Capacity building functions of professional development

1. School leader development

2. Improvement of school culture

3. Team development

4. Individual teacher development

G. Professional development models

H. Professional learning communities

**Assessments**

***Final grade calculated as follows:***

|  |  |
| --- | --- |
| Chapter/Professional Journal Article Critique | 100 points |
| Chapter/Professional Journal Article P. P. Presentation | 50 points |
| Weekly Class Participation (Chats) | 80 points |
| Discussion Forums | 80 points |
| Clinical/Field Experience Assignments | 60 points |
| Professional Development Questionnaire | 25 points |
| Professional Development Planning Guide | 25 points |
| Culminating Project Progress Reports 1 | 20 points |
| Culminating Project Progress Reports 2 | 10 points |
| Revised School Improvement Plan | 10 points |
| Revised Professional Growth Plan | 10 points |
| Professional Development Plan Summary | 20 points |
| Resource List | 10 points |
| Final Proposal with Signatures | 20 points |
| Written Reflection of culminating project presentation/experience | 25 points |
| Presentation Video | 75 points |
| Sign-in Sheet and Agenda | 25 points |
| Presentation Power Point | 25 points |
|  |  |
| **Course Total** | **670 points** |

The information above can be changed as deemed necessary by the professor. All work is due as announced by the professor. **Unless approved by the professor in advance, any work turned in late will be penalized 10% per day. After 5 days, late work will not be accepted.**

**Initial and response-to-classmate discussion forums are not accepted after the due date for each.**

Grading Scale:

A 93 – 100% D 65-74

B 85 – 92 F 64 and below

C 75 – 84

**Important:** Rank I culminating project paper submitted; score of 3.0 (191 points or higher) required for successful program exit. **In order to successfully complete this class, the presentation must be completed as outlined*.***

**Class Attendance and Participation**

**Class attendance is based on the student being present for the class CHATS**. Attendance will be checked at the beginning of the session and again at random times during the class **(The professor will periodically ask questions during chat time; if you do not promptly respond, you will be counted absent)**. You must be present for all class attendance checks to be considered present for the entire class. Two absences results in an automatic “F for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study

questions and reflective writing assignments. Please notify the instructor if you are to be absent.

**Discussion Forum Scoring Guide**

Participation in discussion forums includes **an initial response** to the discussion forum prompt provided by the professor and responding to **a minimum of two other classmates’ responses per discussion forum.** Discussion forums are based on readings for the course and are designed for conversation about the course content for the week. Discussion forums prepare students for the activities and assignments, so it is crucial for the class that they are completed as they are assigned.

\*\*\***All initial forum responses are due by midnight on Saturday.** **NO responses will receive credit after that time.**

\*\*\***All responses to classmates are due by midnight on Monday. You** **will not receive credit for response discussion forums that are submitted after that time. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

**Incomplete Policy**

Candidates may request an Incomplete **before Week 8.** A grade of “I” can be assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I” grade must be completed within 9 weeks from the time awarded. It is the student’s responsibility to complete requirements within the 9 week period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F

**Communication Methods**

Communication during and outside of class will be primarily online; therefore, it is important that class members practice **netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the Adobe Connect are:

* Keep your microphone muted when you are not speaking. This will

keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.

* Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.

Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:

* Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
* Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
* Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
* Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

When communicating with your professor in **email** remember to include your name. Always use your CU student email. Also, make sure your name is on any assignment that you submit through **email**.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2009-11 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campbellsville University’s Online Course Attendance Policy**

**8-week terms:**  Online students must participate weekly as defined by the professor in the syllabus. **After 1 week** (12.5%, 1/8th of the scheduled classes) without contact the student will be issued **an official warning**. **After the second week** (25%, 1/4th of the scheduled class) without contact the student **would fail the course** and a WA would be recorded.

**Emergencies**

To report emergencies or an incident on campus please call:

The Office of Campus Safety and Security @ (270)-789-5555 or cell phone (270)-403-3611.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Discussion Forum Rubric**

|  |  |
| --- | --- |
| **Score** | **Student Submission Characteristics**  **KTPS/InTASC: 3(n-r), 9, 10** |
| **10** | * Posts an insightful and informed response to the forum prompt(s). * Response demonstrates sophisticated knowledge/understanding of the lesson content. * Posts two or more responses to other students' posts. * The responses reflect sophisticated knowledge/understanding of lesson content. * Responses to other students' posts are expertly communicated and are professional in nature. |
| **8** | * Posts a response to the forum prompt(s) that is informed. * Response demonstrates knowledge/understanding of the lesson content. * Posts at least 2 responses to other students' posts. The responses reflect knowledge/understanding of lesson content. * Responses to other students' posts are well communicated and appropriate in nature. |
| **6** | * Posts a response to the forum prompt(s). * Response demonstrates some/limited knowledge/understanding of the lesson content. * Posts less than 2 responses to other students' posts or 2 responses that are ineffective. The response(s) reflect limited knowledge/understanding of the lesson content. * Responses to other students' post(s) are communicated but may not be appropriate in nature. |
| **4** | * Posts an irrelevant response to the forum prompt(s) or fails to post. * Response demonstrates limited/no knowledge/understanding of the lesson content. * Posts one or no responses to other students' posts and they are irrelevant. * The post(s) reflect little/no knowledge/understanding of lesson content. * Responses to other students' post(s) are delivered in an inappropriate and/or nature. |

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**CHAT Rubric/Scoring Guide:**

|  |  |
| --- | --- |
| **Score** | **Student Submission Characteristics**  **KTPS/InTASC: 3(n-r), 9, 10** |
| **10** | * Logs on to chat promptly and remains engaged throughout the session without dominating chat time. * Asks pertinent questions and/or provides insights, opinions, and comments. * Discusses lesson content to clarify student understanding and instructor expectations. * Effectively affirms other students and/or offers opposing perspectives in a professional manner. * Supports and comments with information from the lesson. |
| **8** | * Logs on to chat and engages during the session. * Asks questions or provides insights, opinions, and comments. * Some discussion may not focus on but is essentially related to lesson content. * Generally affirms other students and/or offers opposing perspectives in an acceptable manner. * May support some comments with information from the lesson. |
| **6** | * Logs on to chat but may be somewhat late and/or engages in a limited manner. * Rarely asks questions or provides insights, opinions, and comments. * Limited discussion may not be related to lesson content. * Affirms other students sparingly and/or offers opposing perspectives that may/may not be done in an acceptable manner. * Rarely supports comments/questions with information from the lesson. |
| **4** | * Logs onto chat late (more than 10 min.) and/or engagement is limited or does not occur. * Questions/comments either do not occur or are perfunctory in nature (i.e., "I agree" or "me too.") * Any discussion is rarely if ever pertaining to lesson content. * Generally does not affirm others and/or offers negatively stated or no opposing perspectives. * Rarely if ever supports comments with lesson content. |

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