

EDU 501: Seminar: Designing a Professional Development Plan

Dr. Judy C. Davison, Assoc. Prof Meeting: Jan 26 GRH, Room 1091: 9:00-12:00

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Prerequisites: Graduate status [A required course for teachers enrolled in EIEd, MGE, or SEC Master of Arts in Education/planned 5th year program at Western Kentucky University This is also a required course for teachers enrolled in the Alternative Route to Teacher Certification at Western Kentucky University]

Course Description: Study of relevant standards and the applicability of those standards to a formal professional development plan and portfolio development.

Rationale:

The Kentucky Teacher Performance (KTPS) standards are performance- based and must be an integral part of graduate education programs. EDU 501 (Professional Growth Plan) was designed to provide graduate students an opportunity to review their current professional growth and to develop a plan to improve their performance. EDU 601 will build on the initial EDU 501 and EDU 596/598 (Seminar: Evaluation of Professional Development Plan) experiences for Specialist/Rank I students. This course will require candidates to analyze and reflect on their teaching after an in- depth study of the Experienced Teacher Standards and relevant national standards. Using the standards as a guide, candidates will design an advanced professional development plan that builds on their initial plan from EDU 501 to improve their teaching ability. Appropriate portfolio/project guidelines will be incorporated into the seminar content. The portfolio/project will be used as a form of authentic assessment of each candidate's

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	EDU 501
Standard 1. Learner development	X
Standard 2. Learning differences	
Standard 3. Learning environments	
Standard 4. Content knowledge	X
Standard 5. Application of content	X
Standard 6. Assessment	
Standard 7. Planning for instruction	
Standard 8. Instructional strategies	
Standard 9. Professional learning and ethical practice	X
Standard 10. Leadership and collaboration	X

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- Support individual and collaborative learning; and
- Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

CAEP Elementary Standards	Course Alignment
	EDU 501
STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs	
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching	
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning	
Standard 4 – Supporting Each Child's Learning Using Effective Instruction	
STANDARD 5- Developing as a Professional	X

Required materials/technology

Text: There is no text for this class.

• **SIP:** You will need a copy of your Consolidated School Improvement Plan.

• **Technology:** You will need regular and reliable access to the internet. Do you have a back-up

plan in the event of a disruption? Email your plan to me.

Privacy Issues: Protect your password, shut down your browser when a session is completed.

Course Objectives:

Identify what experienced teachers do in authentic teaching situations and those teaching behaviors and processes that are most critical to student learning.

Assess your present level of professional development in relationship to each of the ten Teacher Standards, other relevant national standards/core content, and relevant school/district improvement plan/s.

Identify your professional strengths and priorities for professional growth.

- Initiate the EDU 596 Portfolio process •

Student Activities/Assignments:

You will:

Explain the Kentucky Teacher Standards/Performance Indicators

- Explain relevant national standards/core content for your teaching area
- Complete a self-assessment instrument in which you evaluate your both your knowledge and your skill on
- each of the standards and performance indicators

Write an examination paper on your professional strengths based on each of the ten teacher standards.

Write your Professional Growth Plan. This is the Critical Performance for this course.

Load the Critical Performance on the WKU Electronic Portfolio System (grade of X [incomplete] will be recorded if the Critical Performances are not uploaded). The link for the Electronic Portfolio is <http://edtech2.wku.edu/portfolio/>

If you have not already filed a Form C, develop and file with your assigned Graduate Advisor a Graduate Program of Study in response to your PGP soon after EDU 501.

Course Schedule and Due

Dates:

Jan 26 9:00-4:00 main campus session—**attendance absolutely required**. Jan 26 Pre/Self-assessment survey due Feb13 Document of strengths in each of KY Standards due/posted on blackboard. Apr 17 PGP due on blackboard and also posted on the

electronic portfolio.

All assignments must be submitted via the Assignment section on Blackboard. It is the student's responsibility to be sure the instructor can open. Submit in Rich Text format.

Course Policies and Procedures

Grading: This is a two-hour, pass-fail class. In order to pass you must

- ◆ Actively participate in all class sessions and do so in a quality manner.
- ◆ Complete assignments in a quality manner with at least 80% accuracy. Rubrics are provided in Electronic Portfolio.

Plagiarism: Works that have been plagiarized will be assigned a grade of "F" and could result in a student failing the course.

Electronic Portfolio and Critical Performance: If you are not registered on the electronic portfolio website, you must do so to upload the critical performances (your self-assessment and your Professional Growth Plan). The web address for the electronic portfolio system is:

<http://edtech2.wku.edu/portfolio/>. The critical performance assignments must be typed/saved in MS Word format or saved as an rtf file. Neither Microsoft Works nor Word Perfect will correctly upload to the university's electronic portfolio system. **Your final grade will not be forwarded to the Registrar until critical performances have been successfully uploaded to the electronic portfolio.**

Student Disability Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A- 200 of the Student Success Center in Downing University Center.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Student Email Addresses: Please be advised that your WKU email address will be used for all correspondence FROM the instructor TO the entire class [using TOPNET or Blackboard]. It is the student's responsibility to check his/her WKU email every day or two. Be extra sure to check daily the week of any on-campus meetings and assignment due dates.

Emailing your Instructor: "Subject"

Please enter as your subject, *EDU 501, nature of inquiry*. Emails with subject lines different from this may not be responded to because of the abundance of emails that are received on a daily basis. Yours might be lost! Your emails are important, especially since this is an on-line class.

Incompletes “A grade of “X” (incomplete) is given only when a relatively **small amount** of work is not completed because of *serious* illness or *serious* life circumstance. A grade of “X” will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded).

Incompletes must be *pre-approved* by your instructor before the end of the semester. To expedite this process, submit a letter to your professor detailing the reason for requesting an incomplete 2 weeks before the end of the course. Once work is completed, it is the student’s responsibility to come to campus and complete a change of grade card with the professor.