

**Seminar: Advanced Professional Development
Plan EDU 601**

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Class Location: Hybrid/Combination online and face-to-face

**WKU Information Line: (270) 745-4045 OR 1-888-CALL-WKU
(Class Cancellations)**

Pre-requisites: EDU 501 and EDU 596/598

Course

Description:

EDU 601 (Seminar: Advanced Professional Development Plan) is an advanced study of relevant professional standards and the application of those standards to a formal professional development plan and professional project development. It is a course designed for students to plan for a professional project that will allow them to “teach” their peers in their school, district, or state. Teachers in EDU 601 plan and present professional development opportunities, write an article for publication in a professional journal, design workshops for a conference, and so on. It is the change for master teachers to share their knowledge with others. The entire class meets together once as the course is designed to be individualized for each teacher’s needs. After the first class meeting, the majority of the work is completed electronically, by telephone, or individual conferences. The first meeting of the course provides an opportunity for students who discuss expectations and “brainstorm” possible projects. Examples from other teachers are also shared.

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 601
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:

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

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. 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 601
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

Knowledge and skills developed during their graduate program. The graduate portfolio/project will be reviewed and presented in the EDU 698 seminar.

Objectives:

The candidate will:

- Identify what experienced teachers do in authentic teaching situations and those teaching behaviors and processes that are most critical to student learning.
- Self-assesses present level of professional development in relationship to each of the standards for Preparation and Certification and other relevant national standards.
- Identify professional strengths and priorities for professional growth.
- Initiate the development of Professional Development Project (PDP) in response to identify strengths and areas of growth that builds on the initial EDU 596 portfolio.
- Develop and initiate the process.

Critical Performance:

The student will design and advanced graduate project that builds on the initial Professional Development Plan in response to identified strengths and areas for growth. The student will design a plan and disseminate the project to the teaching public (article in journal, professional development in-service, and so on).

Content Outline:

The content will be driven by professional standards for teachers, such as Kentucky Teacher Performance Standards and advanced standards established by learned societies.

- Development techniques for self-assessment
- Identify professional strengths and priorities for professional growth
- Initiate the development of Professional Development Project (PDP) in response to identified strengths and areas for growth.

- Design advanced graduate project that builds on student's initial Professional Development Plan in response to identified strengths and areas for growth.
- Design a plan and disseminate the project to the teaching public (i.e., article in Journal, professional development in-service given, and so on).

Instructional Methods:

Instruction in EDU 601 will be individualized to meet the professional needs of each graduate student.

Student Expectations and Requirements:

The candidate will:

- articulate the relevant national standards for their teaching.
- articulate the Kentucky Teacher Standards.
- design an advanced graduate project that builds on their initial

Professional Development Plan in response to identified strengths and areas for growth.

- design an advanced graduate project that builds on their initial Professional Development Plan in response to identified strengths and areas for growth.

Grading/Evaluation:

Although the expected quality of student products and contributions is contingent upon the goals and characteristics of the activity, general quality guidelines for all deliverables include:

- completeness and coherence of work;
- logically apply curriculum and instruction concepts and processes

within the

Assignment

- attributing ownership of ideas, maintaining privacy and conforming to

other practices established within the *APA guidelines*; and

- applying standard convention of English composition.

Student Disability Services

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes with a letter of accommodation from the Office for Student Disability Services. The office is located in Downing University Center, A-200 and can be reached at the following phone number: 745-5004; TTY is 745-3030.

Plagiarism

Each student should make certain that all work submitted is their own and give credit to authors when their words are used. To represent written work taken from another source as one's own is plagiarism. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism is a serious offense. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. WKU makes use of a plagiarism-detection software called SafeAssign. *If the project upload indicates similar content from other uploads or the Internet, the student could receive an F on the project, an F in the course, or even be removed from the program.*

Assignments

Please save your assignments using your last name and title of the assignment. It makes it easier to track and make changes.

Academic Dishonesty

“Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.”

Technology and Communication

* Students **MUST** have access to and be familiar with Blackboard to participate in this course.

* Students must utilize the WKU email account provided by the university to receive communication from the instructor.

* All emails to your instructor must be in the following format: **EDU 601, last name, topic**

Emails without this format will be returned to you to revise. This policy is for your benefit.

Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.

* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take ***personal responsibility*** for submitting assignments by the dates due.

* If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.

* Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

***Please do not expect the instructor to address your technology problems or send assignments by email.**

Deadlines

Unless arrangements have been made from the instructor prior to an assignment deadline LATE WORK IS NOT ACCEPTED. Students will NOT receive an incomplete in the course unless most of the work is completed. The instructor determines whether a student can receive an incomplete for the course. The Graduate School has created a policy where students can repeat a course and replace the prior grade in the course. Therefore, incompletes are rarely given to students.

Times

Any times mentioned throughout the term are for the *Central Time Zone*.

Grading/Evaluation: Pass or Fail

Textbooks: Not required

Project Plan Format

The EDU 601 Project Plan will be the structure for the project students will complete during the Rank I/Specialist Degree coursework and presented in EDU 698 (Seminar: Advanced Portfolio Project). The is plan/project will be an opportunity to produce meaningful work that will help other teachers.

Name:

Address:

e---mail:

Telephone Number :

Name of School:

Principal's Name:

Kentucky Teacher Performance Standards the Project Assesses:

Summary of Project:

Rationale:

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Description of Project :

Objectives:

Preliminary Timeline

How will your project be shared with other teachers (entire school, district, grade level, and so on)?

Project Plan Options

Option I.

Planning a Professional Development (PD) Workshop

- Secure approval (permission can be obtained by e---mail) from the EDU 601 course instructor to investigate the need for your PD with the school/district faculty.
- Secure written permission from your principal/Director of Curriculum to conduct a needs assessment with your target group.
- Send your draft copy of the survey to the instructor for approval; after approval you may conduct the survey (needs assessment)
- Send copies of the completed survey from your target faculty to the instructor

Other Information Regarding Professional Development:

- Students **MUST** include an evaluation of the workshop. An evaluation form is found at the end of the course syllabus.

- Save a copy of the following for EDU 698:

1. Project plan proposal
2. Original materials produced and used during the professional development session
3. Copies of ALL evaluation forms

Option II. Writing for Publication

Students planning to write an article for publications MUST follow the guidelines below:

- Objectives (What do you want to accomplish – be specific):
- What publication are you planning to write for (you must know your audience)?
- What is the publication's format for accepting manuscripts? See an example below.

Sample Submission Guidelines for XXXXXX Journal

XXXXXX Journal is published each fall. The Publications Committee is eager to Review manuscripts for inclusion in future issues of XXXXXX Journal. All members are invited to submit papers for the journal. In order to be reviewed, all contributors must follow these procedures:

- Contributors must submit the complete manuscript to the editor via email. The address of the editor is available at the XXX website.
- The manuscript should be ten (10) pages or less, typed and double-spaced throughout, including the list of references cited in the manuscript. The author's name should only appear only on a cover page that can be removed for the blind

review process.

- Contributors of theoretical and/or research articles must clearly show their contributions relate to implications for practice.
- Contributors of articles that communicate practical ideas must indicate the rational, theory, or research which supports the recommended practice.
- References should be addressed in the manuscript and in the list of references in Accordance with the *Publication Manual of the American Psychological Association, Sixth Edition*. This manual is available in most libraries and from the American Psychological Association or online at <http://www.apastyle.org/pubmanual.html>.
- Digital black-and-white or color photographs may be submitted to illustrate articles. The editorial board reserves the right to review photos for clarity and quality and make substitutions as deemed appropriate to maintain quality of reproduction. Photos will not be returned.
- All manuscripts will be reviewed in the following manner:
 1. The Editor will acknowledge receipt of manuscripts prepared in accordance with the above procedures. Manuscripts not meeting submission guidelines may be returned to the author without review.
 2. The manuscript is assigned to a reviewer who is knowledgeable in the field addressed in the manuscript.
- Draft outline of the article is to be submitted.