EDU 501: Seminar: Designing a Professional Development Plan
The Teacher as a Reflective Practitioner

This is a “blended class, meeting face-to-face (September 12, October 17, and October 24) and the rest of the time online. The first session on September 12th is mandatory. You will be dropped for nonattendance.

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This is a two-hour class and therefore technically meets for only the first 10 weeks of the semester. That is approximately November 9. However, you may need to work beyond this time in order to complete your PGP in a satisfactory manner.

Instructor’s Office Hours: By appointment. Please email so that we may set up an in-person and/or a telephone conference.
Email is generally answered within 24 hours of receipt, M-F. [I am generally in my FaCET office all day Monday-Wednesday and in my TPH office on Thursday afternoon.]

Prerequisites: Graduate status [A required course for teachers enrolled in ElEd, 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 Educational Professional Standards Board adopted the Experienced Teacher Performance Standards for Preparation and Certification in June 1994. These Teacher Performance Standards are performance based and must be an integral part of graduate education programs. EDU 501 is designed to provide graduate students an opportunity to review their current professional development and develop a plan to improve their performance. This course will allow the Curriculum & Instruction faculty to provide a more individualized orientation to graduate programs at Western Kentucky University and allow graduate students to plan an appropriate course of graduate study.

Candidates will analyze and reflect on their own teaching. After an in-depth study of the Kentucky Teacher Standards and other relevant standards, candidates will design a professional growth plan to improve their instruction. Appropriate portfolio guidelines will be incorporated into course content as a way for the candidates to give evidence of their competence in implementing the Kentucky Teacher Standards and other relevant standards. The portfolio will be used as a form of authentic assessment of each candidate’s knowledge and skills developed while in the graduate program. The graduate portfolio will be reviewed and presented in the EDU 596 seminar.
<table>
<thead>
<tr>
<th>Objectives During EDU 501 you will …</th>
<th>Activities/Assignments</th>
<th>Assessment</th>
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| • Become familiar w/state standards and other relevant national standards/core content/school improvement plan and how they apply in the real world. | • Explain the Kentucky Teacher Standards/Performance Criteria  
• Explain relevant national standards/core content for your teaching area  
• Explain improvement plan. | Discussion Board  
Rubric |
| • Identify and explain your professional strengths and priorities for growth so that you can become a more efficient and effective teacher. | • Group discussion | Discussion Board and/or Facebook |
| • Assess your present level of performance relative to each of the ten Kentucky Teacher Standards. | • Complete a self-assessment instrument in which you evaluate your both your knowledge your skill on each of the standards and performance criteria. | Completion  
Upload |
| • Establish your focus and your program of study for your graduate program/PGP which will result in a more satisfying and useful (productive, efficient) professional experience and development as a teacher. | • Write your Professional Growth Plan.  
This is Assignment #3  
Critical Performance #2  
http://edtech2.wku.edu/portfolio/  
If you have not already filed a Form B/C, develop and file with your assigned Graduate Advisor a Graduate Program of Study in response to your PGP soon after EDU 501. | Rubric  
Upload  
http://edtech2.wku.edu/portfolio/ |
| • Learn to use the Electronic Portfolio System. | • Load each Critical Performance on the WKU Electronic Portfolio System.  
http://edtech2.wku.edu/portfolio/ | Grade of X [incomplete] will be recorded if the Critical Performances are not correctly uploaded. |
Course Policies and Procedures

Required materials/technology

- **Text:** There is not a text for this class.
- **CSIP:** You will need a copy or access to 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 Dr. Kacer by September 8.
- **Privacy Issues:** Protect your password, shut down your browser when a session is completed.

Grading: This is a two-hour, pass-fail class.

In order to pass you must

- Actively participate in all class sessions (discussions on the Discussion Board/Facebook) and do so in a quality manner. Criteria will be provided.
- Complete assignments in a quality manner. Rubrics are provided.
- **Complete work on time. This is important because each assignment builds on the previous assignment.**
- Earn a minimum of 280 points.

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<tr>
<th>Introductions</th>
<th>@10 points each</th>
<th>(late penalty in effect)</th>
<th>10 points</th>
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<tr>
<td>Analysis of Standards</td>
<td>@ 50 points each</td>
<td>(late penalty in effect)</td>
<td>50 points</td>
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<tr>
<td>[Assignment 1]</td>
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<tr>
<td>Discussion Board #1</td>
<td>@ 20 points each</td>
<td>(late penalty in effect)</td>
<td>20 points **</td>
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<td>Self assessment</td>
<td>@ 10 points</td>
<td>(late penalty in effect)</td>
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<tr>
<td>[Assignment 2]</td>
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<td>Self-assessment upload</td>
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<td>PGP sample*</td>
<td>@ 20 points</td>
<td>(late penalty in effect)</td>
<td>20 points</td>
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<td>PGP rough draft*</td>
<td>@ 100 points</td>
<td>(late penalty in effect)</td>
<td>100 points</td>
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<tr>
<td>PGP final</td>
<td>@ 100 points</td>
<td>(late penalty in effect)</td>
<td>100 points</td>
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<tr>
<td>[Assignment 3]</td>
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<td>PGP upload</td>
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<td>(late penalty in effect)</td>
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330 POINTS

Late penalty: 10% per day, no credit after one week.

If you have questions or concerns about meeting any of the deadlines, let me know before the deadline has passed (when possible, of course! 😊). Depending upon the situation, I may request formal documentation of illness, etc.

Due dates are noted on all assignments. (All times are central.)

* These assignments are due in their entirety on the due date. Incomplete copies that are completed late are just that—late.

** At this time only one discussion board question is planned. Others will be planned if difficulty understanding the standards/first discussion board question occur. This is being left open-ended because the structure of the formative assessments has changed this semester and perhaps more instruction/discussion may be necessary (KTS 5.2 😊).
You may not begin Assignment #2 until you have
EITHER completed Assignment #1 and Discussion Board #1 in a satisfactory manner (grade of “Pass”) OR Assignment #1 is nearly correct (as noted by a grade of “IP” [In Progress]) and actively participated in the accompanying Discussion Board questions in a quality manner.

You may not begin Assignment #3 until you have completed Assignment #2 successfully uploaded it to the Electronic Portfolio.

**How to submit assignments:**

You will submit assignments within Blackboard using the Assignments feature. Click on the Assignments button.

**Assignment 1:** There are two parts to this assignment. Click on Assignment 1, Part A and Assignment 1, Part B. Read and follow the directions. Upload your work in the Assignment.

**Caution:**
Click Submit when you want me to see your work. Clicking SAVE will only preserve (save!) your work for you until you return to it later. **I will not be able to see it.**

**Assignment 2:** Assignment 2 will appear as soon as your grade on Assignment 1 is a “Pass” or “In Progress.”

**Assignment 3:** Assignment 3 will appear as soon as you have uploaded Assignment 2 to the 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/](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 the two critical performances have been successfully uploaded to the electronic portfolio.*

**Student Disability Services:**
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270.745.5004. 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].

Emailing your Instructor: “Subject”

Please enter as your subject, EDU 501, nature of inquiry [indicate the nature of your inquiry, don’t type in 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. Remember: You may not be emailing me via WKU email so please identify yourself. I once had a student whose email address was spicytomato@whatever.com. 😊 Interesting address but I had no idea who the author was. Before replying I need to know to whom I’m replying—it often helps personalize the response. So if you’re using an email account other than the one WKU has provided, and if your address is interesting but doesn’t identify you, please identify yourself in your message. I greatly appreciate your assistance.

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). To access this policy go to page 18 in the current graduate catalog. Go to http://www.wku.edu/index/, scroll down to “C” and access “catalogs.” (You will need to access the graduate catalog.)

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.
Some Advice

1. If you have not already completed your Form B/C, had it signed by your advisor(s), and filed it with the graduate college/teacher certification office you should do so as soon as possible.

2. You should be taking courses with advisement. Just because your friend or your neighbor is enrolled in course “X” does not mean that you should be enrolled in that same course. Your friend or your neighbor might be enrolled in a different program from you.

3. Consider how many hours in which you are enrolling each semester. Oftentimes students enroll in far too many hours and as a result have problems in class, become unduly stressed, stress out the professor ( 🙄 ), and sometimes even ones’ fellow students. Nine hours is considered a full academic load in graduate school.

4. Ask questions of those who know. The reason you were assigned an advisor is so that your advisor could do just that—advise you. Advising is part of our workload so don’t be concerned about taking away from our time. We don’t know all the answers but in cases where we don’t know the answers we do know where to go to get them.

Don’t rely on advice from your friend or your neighbor. Programs are in constant flux and as noted in #2, your friend or your neighbor might be enrolled in a program different from yours.

5. If you are new to online courses, allow yourself extra time just in case you experience computer glitches. Even if you aren’t new to online courses, allow yourself some extra time. 😊 Assignments are due when they’re due so don’t wait until the last minute and then find out that you don’t know how to upload your assignment, BB is down, etc. Remember the point penalty for late work.

If you want, you can upload a “dummy assignment” early just to see if you know how to upload correctly. Please give that assignment the file name of dummy assignment so that I know that it’s for practice only. I can then open the file to assure that it uploaded correctly, delete the file (if it’s on Blackboard), and let you know whether or not you were successful in your attempt.

6. Try your best to attend the optional workday on October 24. Even though it is late into the 10 weeks, I think you will find your time well-spent. By that time I will have collected rough draft feedback from you and your final PGP will soon be due. The instructor and peer feedback should prove helpful. [NOTE: You are welcome to attend all of the Saturday sessions with the other section of EDU 501.]
Course Orientation

The information in this section is that which I would normally give on the first night of a face-to-face class. Please read it carefully and pose questions if you have any. While I welcome individual questions, my inclination is to request that you ask most questions via the Discussion Board. That way everyone has access to my responses and follow-up questions can be asked.

What’s this class about and why is it important?

The purpose of this course is for each of you to critically examine your individual areas of strength and areas of need and compare them to the professional standards to which you are held (e.g., Kentucky Teacher Standards, Core Content for Assessment, Consolidated School Improvement Plan).

- In Assignment 1 you will analyze the 10 Kentucky Teacher Standards.
- In Discussion Board #1 you will identify some of your strengths and weaknesses in terms of some of the Kentucky Teacher Standards that have been the most problematic for EDU 501 students over the past several semesters.
- In Assignment 2 you will evaluate your knowledge and skill level on each of the performance indicators for each of the 10 Kentucky Teacher Standards.
- For Assignment 3 you will use both of the previous assignments to design a professional growth plan that will be assessed in EDU 596.

My personal and professional opinion is that, if taken seriously, EDU 501 and EDU 596 are the most important courses in your graduate program because they are totally personalized to your specific needs. I underlined specific because that is probably what most of my feedback will pertain to. (“What do you mean by that?” “Why do you think that?”) I tend to ask many, many questions and those of you who have had me in class before will be able to attest to that. 😊 The purpose of the questions is help you closely examine your areas of strength and your areas of need AND figure out actions that can improve your professional (and perhaps even your personal!) life. My goal is for each of you to become excellent self-evaluators/critical thinkers. Excellent. Not good. 😊 As you probably know by now, there is not a required text for class. With the $ you are saving I expect that you will invest in a couple of good books that will contribute to growth in areas you have identified as areas of need. The cost of a new, quality textbook may be as high as $100 and for that amount you will certainly be able to buy a couple of good books—maybe more. Remember that you qualify for “educators’ discount” from such places as Barnes and Noble. I am happy to suggest book titles as are other faculty in the School of Teacher Education.

I looked at the Critical Performance and see that for the PGP I have to address two performance indicators for each of the 10 Teacher Standards. That’s 20 “things.” How can you expect me to do that much for EDU 596?

Twenty of anything is a lot to do, especially when you are expected to do it in an excellent manner.

The thing to do from the beginning of EDU 501 is think holistically—look for connections among the standards. Also, from the beginning of EDU 501, you also need to be thinking about what you are going to use as artifacts in your EDU 596 portfolio.

For example, what if you go to a professional development to learn more about a particular teaching strategy? A certificate of attendance is an artifact, but a poor one. A much better artifact is evidence that you used a strategy that you learned at the PD (two standards are “hit” in that sentence! [professional development and implementation of instruction]). And of course you’ll assess your success with that strategy so that’s another standard [assessment]. So think holistically and it won’t seem overwhelming. It will also seem more “natural” because good teachers interconnect standards.
I don’t understand the grading.
Since this is a Pass/Fail class, all assignments (including responses on the Discussion Board) are evaluated on the basis of “pass” or “fail.” I’ve taught EDU 501 several times in the past and very few assignments are evaluated as a “pass” the first time around. That is for the simple reason that this is not a letter grade class where the standard for a “pass” begins at 70%. When you look at the EDU 501 rubrics for Assignments 1 & 3 you will notice “all standards met” implies “A” level work.

Therefore, there is an intermediate evaluation of “In Progress (IP).” If you receive an “IP” it means you’re on track and that you’ll be able to progress with the assignments in class. Of course you need to carefully read the feedback I provided and resubmit the assignment(s) until you receive a “pass.”

At this point you may be thinking, “What if I’m totally off base?” Well, you just read the feedback and resubmit until you pass.

What about the points? This is a pass/fail class—I don’t understand the idea of points.
Late work is problematic both for students and the instructor. Therefore, to discourage late work a point penalty for such is “assessed.” Further, there is a small penalty for superficially written discussion board responses. Samples and rough drafts must be completed in their entirety (or as directed). Incomplete drafts will not be accepted unless you have made arrangements will be well in advance of the due date. Incomplete drafts will be that are completed late are just that—late. Other than that there are no point penalties given. Re-do’s do not count as late work. ☺ “Pass” is mastery learning (85-100%) so passing is set at 280 points.

It sounds like I can’t fail class!
In a way, that is true. There is no penalty for resubmitting assignments. After all, this class is about growth. ☺ However, your final PGP is due by November 9.

- As long as you can meet all deadlines you can consider that this course is self-paced.

Tell me about the assignment templates.
There are two written assignments, Assignment 1 and Assignment 3. Rather than trying to explain the format in which I want you to submit the assignments I am simply going to provide templates for you. The templates will be in Word ‘03. Simply download, keyboard your responses, save, and submit.

Assignments not submitted in the requested format will not be graded. Further, they will be considered late when they are finally submitted in the requested format.

I already have a school PGP. Isn’t that good enough?
While your school PGP meets the criteria set forth for your school, it probably does not meet the criteria set forth for this class. For example, your school PGP probably does not address all 10 Kentucky Teacher Standards. However, you are expected to use your school PGP as you construct your PGP for this class. Further, you are expected to use your school’s CSIP and any other professional standards for which you are responsible as you construct your PGP. EDU 501 is intended to be a practical class. To be of any legitimate use it needs to reflect your actual professional needs (aligned with Kentucky Teacher Standards).
Let me see if I have this right. I commit to a PGP in EDU 501 and then I work on growth in the areas I’ve committed to. Then I show my progress in those areas in EDU 596. Right?

Right. Further, you will submit Assignment 2 (self-assessment) and Assignment 3 (PGP) in your 596 portfolio.

What if things change? What if I get a new principal? What if the person I plan to collaborate with moves to a new school? Do I have to write a new PGP? Do I fail EDU 596?

Your areas of need will no doubt stay the same whether you get a new principal or not, whether your collaboration partner moves or not. Right? It’s just that your plan for meeting your goal will have changed. When (always plan for change!) your situation changes, don’t panic. Just remember what your goal is and go about meeting it in another way. And remember that when your plan for accomplishment changes that your artifacts will also change.

How do I know if I have a good artifact?

A good artifact “proves” student accomplishment, whether it’s academic or affective. What “proves” accomplishment? Student work and accompanying scoring guides, behavioral checklists, fewer office referrals, and so on. It’s something tangible.

I’m used to having a book and chapter assignments in an online class. What’s up?

I believe you will do just fine if you remember that the purpose of this class is to reflect upon your strengths and areas of need and then create an improvement plan that is aligned with the Kentucky Teacher Standards. The following article is good. Table 1.6, Preparing a Plan of Action is similar in idea to a PGP. [http://www.corwinpress.com/upm-data/6681_taggart_ch_1.pdf] I expect that you will read this article and be responsible for the content.

Last semester there was some confusion over the idea of context as presented in the Kentucky Teacher Standards. The following information presents a good overview. [http://www.uni.edu/itq/Zone/PDF_Files/Contextual_Factors.pdf] I expect that you will read this article and be responsible for the content, too, especially as it relates to your assignments.

Last semester there was also some confusion over the idea of misconceptions as presented in the Kentucky Teacher Standards. Check out [http://undsci.berkeley.edu/] even if you find you want to focus on misconceptions in an area other than science. [Scroll down and to the left you will find information on misconceptions. And a bit more about misconceptions. I’ll admit it. I used Wikipedia. But this page is correct. [http://en.wikipedia.org/wiki/Misconception] I didn’t go beyond this page, though, as I couldn’t verify. 😊 I couldn’t find a good definition and the one on Wiki was short and sweet. A misconception is not just any misunderstanding or any error—it’s that which relates to a concept. That’s why clearing up a misconception is not just giving more math problems (for example), it’s getting at the root of the problem which is no doubt and error in the understanding of the base concept. Teachers often cause conceptual misunderstanding by teaching faulty concept lessons. [That is why simply saying (on your PGP) that you’ll use a teaching model from EDU 544 to address a particular misconception is inadequate. The memory model would be inappropriate use of a model unless it was paired with an appropriate concept model.]

In closing, while there is not a book, you are expected to review websites that are provided. You are also expected to review WKU course descriptions, textbooks from previous/current WKU courses, and so on. You are doing this little bit of research and reading so that you will be able to provide necessary detail in your PGP.
# Tentative Schedule

## August/September 2009

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<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>31</td>
<td>•read syllabus&lt;br&gt;•read assignments</td>
<td>Be sure to keep updated by frequently checking email and Blackboard announcements. Remember the old cliché: “The only dumb question is the one you didn’t ask.” There are two important factors operating of which I am aware.&lt;br&gt;* I expect you to assist me in this class by asking questions. 😊&lt;br&gt;* Second, those of you who have previously used Blackboard (BB) have noticed that this is a new version of BB (new in summer of 2009). So far it doesn’t seem like any of the changes should cause large amounts of stress. However, learning about some of those changes might slow you down a bit so allow a extra time and be patient with yourselves. I still need to go to BB training so I’m trying to follow my own advice!!</td>
<td>7 “Getting to know you” (Part I) due by midnight, CDT.</td>
<td>“Getting to know you, (Part II) response to at least 2 peers” due by midnight, CDT.</td>
<td>12 Class: 9-3 MANDATORY (you will be dropped for non-attendance) TPH 340</td>
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<td>14</td>
<td>Assignment #1&lt;br&gt;Due by midnight, CDT</td>
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<td>21</td>
<td>Discussion of selected KTS&lt;br&gt;Due by midnight, CDT</td>
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<td>28</td>
<td>Assignment #2&lt;br&gt;Due by midnight, CDT</td>
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Note:<br>Clearly, you are going to have to stay on top of the game during the month of September. Shortly after class begins you will be placed in groups. You will be expected to be in frequent contact with your group members.
Sample PGP
A growth plan is written for only a sampling of the 20 required KTS.
The selected performance indicators must represent the lowest scoring performance indicators on Assignment #2. If they do not, you may provide a written rationale within the PGP regarding why you chose that/those indicator(s). Otherwise you will be asked to fix your PGP to reflect your self-assessment.

Rough Draft
A growth plan is written for all 20 of the required KTS.

Growth is expected.
Growth over time is expected