EDU 601: Seminar: Advanced Professional Development Plan

Prerequisites: EDU 501 and EDU 596/598

Course Discipline: Education

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Course Description:
Advanced study of relevant professional standards and the application of those standards to a formal professional development plan and professional project development.

EDU 601 is a course designed for you to plan for a professional project that will allow you to “teach” your peers in your 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 etc. It is the chance for a master teacher to share their knowledge with others. The entire class meets together once as the course is designed to be individualized by each teacher’s needs. After the first class meeting the work of the course is completed electronically. Individual conferences may be set up in person or by phone. The first night of the course is used to discuss expectations and the “brainstorm” possible projects. Verbal examples from other teachers are also shared.

Rationale:
The Kentucky Educational Professional Standards Board adopted in 1994 Experienced Teacher standards for preparation and certification. These Experienced Teacher Performance Standards are performance based and must be an integral part of graduate education programs. The standards were revised in July 2008 and are now the Kentucky Teacher Standards. EDU 501 was designed to provide graduate students an opportunity to review their current professional abilities and develop a plan to improve their performance. EDU 601 will build on the initial EDU 501 and EDU 596/598 experience for Specialist/Rank I students. This course will require candidates to analyze and reflect on their teaching and knowledge base and 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, collaboration and leadership 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 knowledge and skills developed during graduate program. The graduate portfolio/project will be reviewed and presented in the EDU 698 seminar.

No text is required for this course.

**Kentucky Teacher Standards:**

1. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

3. The teacher implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

4. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

6. The teacher collaborates with colleagues, parents and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

7. The teacher evaluates his/her overall performance with respect to modeling Kentucky learning goals, refines the skills and processes necessary, and implements a development plan.

8. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

9. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

10. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

**Objective of the course**
The candidate will:

Design a plan and disseminate the project to the school, community and or education profession (article in journal, professional development in-service given, action research project researched and implemented etc.).

Content outline
The content of this will be driven by professional standards for teachers, such as the Kentucky Teacher Standards, National Board for Professional Teaching Standards and advanced standards established by learned societies.

Instructional Methods: Instruction in this course will be individualized to meet the professional needs of each graduate student.

Grading:
Passing:
- Participating actively in all class sessions
- Completing requirements in a quality manner

Disability Accommodations: Candidates with disabilities who require special accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Room 445, Potter Hall; phone number (270) 745-5004 V/TDD. Please do not request special accommodations from a university faculty member without a letter of accommodation from the OFSDS.

Electronic Portfolio and Critical Performances:
If you are not registered on the electronic portfolio website, you must do so to upload the critical performances. The web address for the electronic portfolio system is: http://edtech.tph.wku.edu/~eps/. The critical performance assignments must be typed in Microsoft Word or Word Perfect. Microsoft Works will not upload to the university’s electronic portfolio. Upload each assignment as one document (even if there are several parts, do not create more than one link for each assignment). Final grades will not be forwarded to the Registrar until the critical performance has been successfully uploaded to the electronic portfolio.

EDU 601 Project Plan Format
Everyone will complete the top section of this form
Your EDU 601 plan will be the structure for the project you will complete during your Rank I/Specialist Degree coursework and present in EDU 698. This plan/project will be your opportunity to produce meaningful work that will help extend the learning of other professionals.
Your Name:  
E-mail address:  
Phone number:  
School phone number:  

School name:  
Principal’s name  
Teacher Standards your project assesses:  

Situation- (describe your project in detail):  

If you are planning to present a workshop for Professional Development the following information will apply to you:  

- Secure approval (permission can be obtained by e-mail) from the EDU 601 Professor to investigate the need for your PD with the school/district faculty. Your workshop will have a minimum of eight teachers or across three grade levels.  

- Secure written permission from your Principal/Director of Curriculum to conduct a needs assessment with your target group. (I suggest you write a letter on school letterhead and obtain a signature from your principal with the date. This will be faxed to your EDU 601 Professor before you will survey the target faculty.  

- Send your draft copy of the survey to Dr. Daniel for approval; after feedback and approval you will conduct the survey.  

- Send copies of the completed survey from your target faculty to Dr. Daniel (all surveys must have names and date). This information will document the need for your project.  

- Depending on the data from your survey you are now ready to plan your Professional Development activity or you will need to go back to step one with another plan.  

Objectives for your planned PD (what do you want to accomplish- be specific):  

Preliminary Timeline- (cover all steps with anticipated date of completion- i.e. research, activities to be conducted during the training, PowerPoint etc.)
How will your project be shared with other teachers (entire school, district etc)?

While you are working on your plan for EDU 601 remember you will turn in the following for EDU 698

- Workshop agenda
- Workshop PowerPoint
- Summary and example of workshop activities
- Evaluation of Workshop Form: with teacher’s evaluation
- EDU 601/698 Staff Development Evaluation Report
  
  [Name of School]
  
  [Workshop Title, Workshop Leader’s Name and Date of the Event]

The ratings are based on the following scale: 4 = excellent; 3 = good; 2 = fair; 1 = poor.

**Item Average Rating**

- Overall workshop evaluation
- Small-group activities
- Participant materials
- Audiovisual materials
- Leader’s presentation style
- Usefulness of content
- Responses to participants’ questions

**Workshop Impact**

The following scale is used to measure whether participants felt the workshop met the stated objectives:

- 3 = Accomplished; 2 = Accomplished somewhat/Need more information or practice; 1 = Did not accomplish

[List objectives here.]

Responses to specific questions: [Use an asterisk to indicate duplicate answers.]

- Which of your workshop expectations were unmet?
- How could this workshop be improved to better meet your needs?
- What changes will you make as a result of this workshop?
• What kind of follow-up will be most helpful to you?
Other comments:

Due in EDU 698
• Signed and dated letter on school letterhead from school principal or District Curriculum Coordinator congratulating you on your accomplishment with your workshop.
• Materials you produced and used during your training
  Workshop agenda
  Workshop PowerPoint
  Summary and example of workshop activities
  Evaluation of Workshop Form: with teacher’s evaluation

(above format used) this form must be completed by each person who attends your workshop and submitted in EDU 698.

If you are planning to write for publication:

• 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 XXXXXX Submission Guidelines
XXX XXXXX, the journal of the XXXXX Education, is published each fall. The Publications Committee of XXXXX is eager to review manuscripts for inclusion in future issues of XXXXX . All XXXXX members are invited to submit papers for the journal. In order to be reviewed, all contributors must follow these procedures:
1. Contributors must submit the complete manuscript to the editor via email. The address of the editor is available at the XXX Web site.
2. The manuscript should be ten (10) or fewer pages, typed and double-spaced throughout, including the list of references cited in the manuscript. The author’s name should appear only on a cover page that can be removed for the blind review process.
3. Contributors of theoretical and/or research articles must extend their contributions to show possible implications for practice. Contributors of articles that communicate practical ideas must indicate the rational, theory, or research, which supports the practice, recommended.
4. References should be listed in the manuscript and in the list of references in accordance with the Publication Manual of the American Psychological Association, Fifth Edition. This manual is available in most libraries and from the American Psychological Association • 750 First Street, NE • Washington, DC, 20002-4242

5. For assistance with writing styles, the Editorial Board recommends StyleEase: Formatting Software for Academic and Professional Documents in MLA and APA and Chicago and Turabian Styles at www.styleease.com/ChiMain.htm.

6. 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.

One of these reviewers is chosen because s/he has knowledge in the area addressed in the manuscript. The other two reviewers are members of the Publication Committee.

3. Reviewers’ recommendations are considered by the Editor who, in conjunction with the Publication Committee, decides how manuscripts are to be edited and which manuscripts are to be published.

- Draft outline of the article to be submitted