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MSED 462: LEADING PROFESSIONAL LEARNING

Summer 2021

June 22 - July 29

Tuesdays & Thursdays 3:30-6:00 p.m.

Instructors:

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Course Description

This course is designed to explore research and practice for the understanding of professional development, learning, and change for school and school district or network-based teachers and leaders. Students will become familiar with the "S*tandards for Professional Learning*" and study frameworks, contextual factors, strategies, designs, evaluation, challenges, and critical issues. Learning will occur through readings, reflections, discussions, activities, projects and other relevant assignments.

Course Objectives

During this course, students will:

1. Accurately define and describe effective forms of professional development

2. Know the Standards for Professional Learning

3. Reflect upon personal Professional Development opportunities, past and present to help inform new learning

4. Know the link between efficacy beliefs, school improvement, and student achievement

5. Understand how data informs decisions made to set goals and plan for professional learning

6. Understand the importance of evaluating the effectiveness of professional development plans, programs and activities

7. Understand characteristics and functions of Teams/Professional Learning Communities (PLCs)

8. Understand that the most successful professional development is purposeful and aligns to school/district improvement goals

9. Understand the importance of educator commitment to professional development goals and activities so that change will occur

10. Know that many profit and non-profit organizations and social media sources exist to support professional development, such as Learning Forward, Association for Supervision and Curriculum Development, Corwin Publishing

11. Learn about funding sources for professional development

12. Learn the many ways professional development decisions are made

13. Understand the importance of an equity lens when determining professional learning goals and plans

Required Texts

- Donohoo, J. & Katz, S. (2020). *Quality Implementation: Leveraging Collective Efficacy to Make "What Works" Actually work.* Thousand Oaks, CA: Corwin.
- DuFour, et. al (2016). *Learning by Doing: A handbook for Professional Learning Communities at Work.* Bloomington, IN: Solution Tree.

Class Norms

Honesty
Confidentiality
Engagement

Graded Assignments

Class Participation (20 points)
Your attendance and participation in each class session will be part of your final grade.

Select and Interview a School/District Network Leader (who does not work in your district) (15 points) - due July 8
Learn as much as you can using these questions as a guide:
- What is the current Professional Development plan?
- What designs are incorporated within it? Is the leader pleased with it?
- How was it created and by whom?
- Does it relate to District/SchoolNetwork goals?
- How were activities determined?
- What is the connection to student and school data?
- Do participants have choices based on their individual or team needs?
- Are there learning opportunities for all staff members?
- What are the funding sources?
  How is it known whether or not the PD plan has been **successful**?

Obtain a copy of the plan (if not available, try to obtain some component): Write up and submit a summary (4-6 pages) of what you learned.

Interview 3 Colleagues (15 points) - July 15

Select people who are different from you in attributes like attitude, ability, gender and years of service. Find out their most powerful professional development experience(s) and what made it effective and **successful**. Write and submit a (4-6 page) summary of what you learned.

Book Study (20 points)
Select a book of interest to you and relevant to the course (see list of recommended titles). Prepare a 10-15 minute slide presentation to share the book's main ideas and relevance to you, your work & your goals, as well as our course content and objectives.

Your presentation should answer the following questions:
1. Why did you select this book?
2. What did you want to learn?

3. What did you learn?

4. What are the connections to our course objectives?

4. What, when, and how will others (colleagues, students) learn from your new knowledge and understanding?
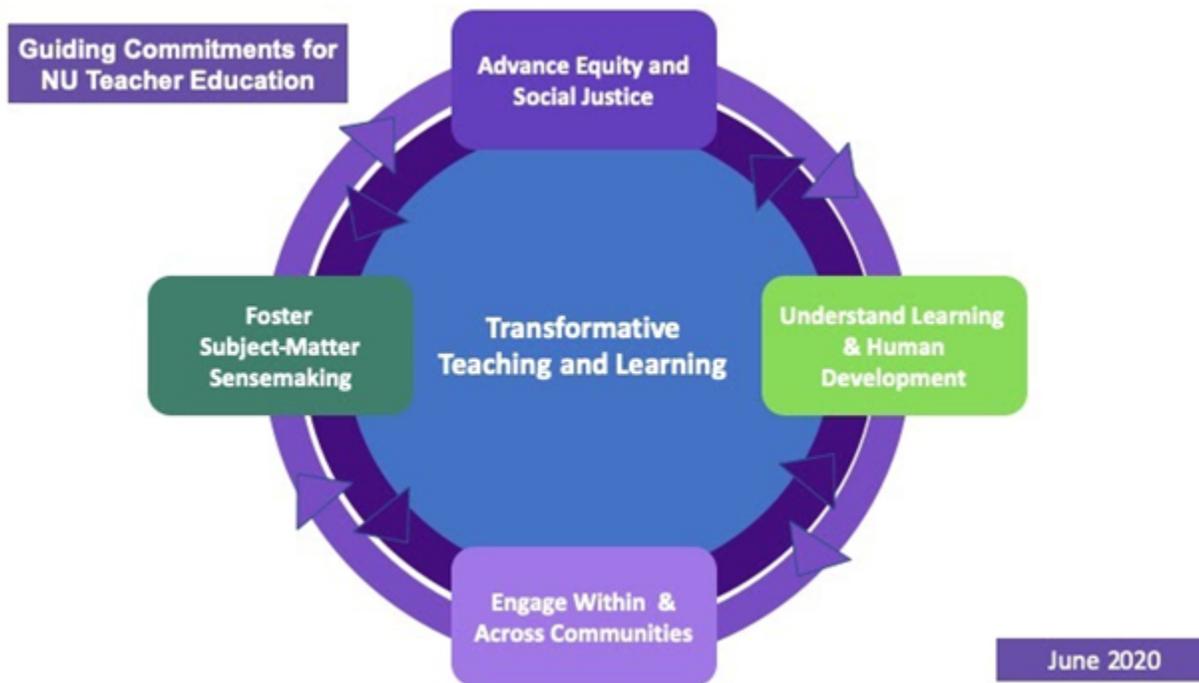
Case Study (30 points**)** - due last class

Course Schedule and Topics

The course schedule can be found at this link and will be updated weekly.

Optional Texts for Additional Study and Book Study Assignment

A list of optional texts can be found at this link.

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social. economic, cultural. linguistic. and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding

of content area knowledge that includes central concepts. methods of inquin. structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication - The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships - The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Illinois Social and Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Teacher Leader Model Standards

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
Domain II: Accessing and Using Research to Improve Practice and Student Learning
Domain III: Promoting Professional Learning for Continuous Improvement
Domain IV: Facilitating Improvements in Instruction and Student Learning
Domain V: Promoting the Use of Assessments and Data for School and District Improvement
Domain VI: Improving Outreach and Collaboration with Families and Community
Domain VII: Advocating for Student Learning and the Profession

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html.

Accommodations for Students with Disabilities

Any student with a disability requesting accommodations must register with Services for Students with Disabilities (ssd@northwestern.edu; 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

Student Attendance Policy

Student attendance at every class meeting is expected. You should also be on time. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time. Any absences or tardiness may impact your class participation grade.

Recording Policy

This class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.