UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

EDCI 5320.060: Teacher Learning and Professional Development

Term: Fall 2025

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Last Day to Withdraw: November 3, 2025

Office Hours: Mondays 4:00-5:30pm; Tuesdays 4:00-5:30pm (Zoom link on Canvas Home Page). By appointment also.

Course Dates: August 25-December 12, 2025

Course Times: Online

Classroom: Canvas

Course Overview

This course examines teacher learning within professional development, the essential elements of high-quality professional development, how to measure the impact of professional development, and how professional development is played out in district and state contexts.

Student Learning Outcomes

The student will:
- Identify the tenets of adult learning theory
- Distinguish characteristics and value of professional development
- Understand professional development patterns within the United States and globally
- Know how the effectiveness of professional development is measured
- Understand how to effectively use of professional learning communities in education
- Identify ways to use technology in professional development

Course Topics
- Adult learning theory with respect to teacher learning.
- Foundations of professional development and self-reflection
- Salient features of high-quality professional development
- Job-embedded professional development and teacher evaluation
- Technology and professional development
- Professional learning communities
- Measuring the effectiveness of professional development experiences
- Dealing with teacher resistance to professional development

Required Textbooks and Readings

- APA Manual, 7th Edition. (program requirement)

- There are no required textbooks for this course. However, you will be provided with numerous manuscripts you are to read for each required module in Canvas.

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- Total Estimated costs of course materials: $0

Course Structure

This course is designed to support your development in moving from theory to practice to plan for, lead, and implement professional learning. Through each module, you will read, engage in discussion with your Virtual Learning Community, explore various adult learning theories and professional learning practices through lectures, apply your learning through a variety of simulation activities or observational exercises (experiential learning), and work toward responsive and strategic planning and delivery of effective professional learning.

Reading: Each module will be two weeks long. The first week of every module is intentionally designed for you to have time to read, watch associated videos or other assigned media connections, and reflect. This will set you up for moving from theory to practice, as we will use the reading to then move into an experiential learning activity.

Virtual Learning Community: Following your reading, we will engage in a discussion board during each module. This will be where you engage with your small group, AKA: your Virtual Learning Community. As an instructor, I strive to provide a differentiated approach to the boards, so it is not your typical "write a response and respond to two colleagues." Instead, you will asynchronously engage with your learning community to unpack and explore the implications of the reading and learning materials. In alignment to taking the first week of the module to read, you will post your initial response by the second Tuesday of the module. For the learning community responses, I stagger the due dates within the discussion board forums to ensure equitable opportunity to engage meaningfully with all group members. The responses to your community will be due the following Sunday, providing the window of Wednesday-Sunday to respond. To more authentically connect with your community, you will be expected to engage using video posts. Please be sure to review the expectations for the respective board at the beginning of each module to plan your participation accordingly. Your timely participation in discussions is a substantial part of your grade in this course and late posts will result in a loss of credit.

Simulation Activities and Observational Exercises (Experiential Learning): As an additional learning activity in each module, we will engage in experiential learning through various simulation activities and/or observational exercises. Simulation is designed to put you in the driver's seat in a risk-free environment and facilitate moving from theory to practice in your learning. Simulation activities may include scenario-based practice, immersion-centered activities, or virtual-based practice. Directions and supports will be provided within each module to prepare you for each simulation activity or observational exercise.

Writing Exercises: Throughout the semester, we will engage in four writing exercises that are designed to give you an opportunity to begin refining your own perspectives, philosophies, and planning processes for leading professional learning. These are identified as: 1) Synthesis and Reflection Journaling # 1 and #2; 2) Topic Paper; and 3) Designing PD for Teachers Project. Student examples/exemplars will be provided within the associated module.

Lecture Quizzes: As we explore various theoretical tenets of professional learning, I will not require additional outside reading but instead provide recorded lectures for you to view. Timestamps are provided for time management. In some modules, you will engage in a quiz to reflect upon and apply your understanding of the presented material.

Check-in and Check-up: Throughout the course, I incorporate some short, formative feedback opportunities, which I call "Check-In and Check-up." This is an opportunity for me to support your learning and get feedback on how I may better meet your needs as an instructor. Think "monitor and adjust" like we do in the classroom with our PK-12 students, colleagues during professional learning, etc. Your success is my priority, so please do take the opportunity

to share how I can support you better, or if all is good, then affirmations are welcome so I know to do more of the same.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your learning community. You can learn a great deal from discussing ideas and perspectives with your peers, as you all have different perspectives you bring to the table through your educator experiences.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class: work, life, family, personal time, etc. Still, doing your best in graduate school means carving out enough dedicated time for coursework. I provide a pacing guide for each module to help you balance your time effectively. I encourage you to use this as a resource to support the "here and now" with coursework, and then also to develop strategies to balance demands in the future as an instructional coach.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to stay active with the course. I do use the announcement feature in lieu of sending out class emails to ensure you do not overlook or miss anything (emails can get buried sometimes!).
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. For example, what we will read in week one of each module will then move forward into application. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (Canvas Notification Guide)
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me for support. Your success is my priority. I am available and happy to help.

Graded Course Requirements Information

Virtual Learning Community/Discussion Boards: Described above. Points are awarded in alignment to stated direction in the module.

Simulation Activities: Following each Simulation Activity, you will engage in a written reflection for submission. Here, you will engage in exploring what you learned and how you will apply the learning in the future as an instructional coach. Points are awarded in alignment to stated direction in the module.

Writing Exercises: Described above. Points are awarded in alignment to the provided rubric.

Lecture Quizzes: Described above. Points are awarded in alignment to stated direction in the module.

Check-in and Check-up: Described above. This is a participation grade.

Grading Structure

Assignment	Percentage %
Discussion Board and Participation	**20%**
Simulation Activities/Reflections **Check-In/Check-up** **Lecture Quizzes**	**30%**
Writing Exercises	**50%**
Total	**100%**

Grading Scale

➔ **A** - (90% or higher)
➔ **B** - (80 - 89%)
➔ **C** - (70 - 79%)
➔ **D** - (60 - 69%)
➔ **F** - (Below 60%)

Late Work:

1. No late work is accepted unless prior arrangements have been made.
2. If an initial discussion board post is submitted after the due date, no points for that board will be awarded. Engaging in peer response will not earn partial credit.
3. If you have an emergency or life event, please reach out to me **prior to the due date** to make arrangements. I do understand unexpected events happen, and I am here to support you.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus".

- University Policy
- Student Resources

Artificial Intelligence Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Within this course, AI or Generative-AI tools are not to be used for any submissions.

Calendar of Topics, Readings, and Due Dates

Module 1—Adult Learning Theory: August 25-September 7

Due: Readings, Discussion Board; Lecture Quiz

Module 2—Foundations of Professional Development: September 8-21

Due: Readings, Discussion Board; Lecture Quiz

Module 3—Determining What is High-Quality PD: September 22-October 5

Due: Readings, Discussion Board, Check-In and Check-Up

Open Week/Break: Take the time this week to review the PD Topic paper expectations and be thinking on what you would like to explore. No assignments or learning modules are due this week. October 6-12

Module 4—Job-Embedded PD: October 13-26

Due: Readings, Learning Community Live Discussion, Reflective Journaling #1

Module 5—PLCs: October 27-November 9

Due: Readings, Discussion Board, PLC Simulation Activity/Reflection

Module 6—Professional Development Matters So Why the Resistance: November 10-23

Due: Readings, Check-In and Check-Up, Reflective Journaling #2

Thanksgiving Break: November 24-30

Module 7—Making PD Meaningful and Effective: December 1-12

Due: Readings, Mini PD Proposal, Final Reflection (RSQC2); PD Topic Paper

The UT Tyler College of Education and Psychology Mission and Vision

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Access the Texas Administrative Code for the **Educators' Code of Ethics and Standard Practices**