



The University of Texas at Tyler

College of Education and Psychology
School of Education

EDCI 5320: Teacher Learning and Professional Development

Instructor Information

Session	Fall 2023: August 21-December 9
Last Day to Withdraw	October 30, 2023
Credit	3 hours
Course Meeting/Room	Online/Canvas
Office Hours	By Appointment
Instructor	Dr. Jennifer Bailey
Contact	903-746-5753 (cell) jenniferbailey@uttyler.edu

Course Catalog Description: 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

Course Requirements

- ⇒ My Professional Learning 10%
- ⇒ Reading Quizzes 10%
- ⇒ Synthesis and Reflection Journaling 20%
- ⇒ Designing PD for Teachers Project 20%
- ⇒ Topic Paper 20%
- ⇒ Discussions and Participation 20%

For details about weekly assignments and due dates refer to the assignment schedule posted on Canvas.

Course Grading

1. A 90-100% of points
2. B 80-89% of points
3. C 70-79% of points
4. D 60-69% of points
5. F below 59.9% of total points

Required Textbooks: There are no required textbooks for this course. However, you will be provided with numerous manuscripts you are to read for each required module.

COURSE POLICIES

It is my desire that each of you profits from this course. I believe in open communication so we can all learn from each other. Please actively participate in our course activities so we may practice open dialogue. I also welcome you to visit with me by email, phone, or we can schedule a Zoom session. We can discuss the concept being discussed, your course performance, or anything else you would like.

Participation - I view participation as being critical to the success of any course. I also view graduate students as adults who are entitled to make choices regarding their actions. I expect students to complete all assignments, whether graded or not, and to participate in all group discussion sessions. **Please note that course participation carries a substantial point value and will be used in assignment of course grades.**

NOTE: We will always reserve Monday-Wednesday as our time to read the materials for the week. We will begin our conversations and discussions about the content from Thursday – Sunday. We will engage in the use of protocols to advance our conversations in a safe and supportive environment. Please plan accordingly.

Written Assignments - Specific requirements and guidelines for the research proposal will be distributed separately. In all cases, written assignments are expected to represent graduate quality work and to meet the following minimal criteria:

- On Time-**late work will not be accepted.**
- Word-processed, double-spaced, 12 pt font, TNR or Arial
- Free of typographical errors
- Content worthy of a graduate student

Code of Conduct – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate in class activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

Email - In Canvas, if you'll look at the icon menu bar that borders the left side of your screen, you will see an Inbox. Select our Course where it lists your courses in Canvas. When you get into EDCI 5320, click on the icon to compose/write an email. There will be a list where you can select all, students, or instructors. Select the person you want to email and you're ready to write your message to them.

My email address is jenniferbailey@uttyler.edu

I will make every effort to respond quickly to your emails. Communicating with you is a priority, but I also want you to have realistic expectations in terms of a timely response. If it is a weekday and you haven't heard from me within 24 hours, I did not get your email and please send it again. If it is a weekend, I may not respond until Monday morning. Know that when you have tasks due, I will be checking email frequently. Also, my priority is communicating with you, so if there are problems, let me know and we will work to solve them together.

People First Language/Class Etiquette

Our language reflects our attitudes and beliefs. Always refer to persons, including people with disabilities, with respect. Degrading terminology will not be tolerated. In this class, we will strive to use “people first” language. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” not “an autistic child.”

Safe Zone - I consider our online Canvas course shell to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider our online Canvas course shell a safe environment.

Participation Expectations

- ⇒ You will document your participation in various ways in this course.
- ⇒ You will engage in our online discussions of the readings for each module. Make sure you read throughout the week.
- ⇒ If you wait until the weekends to do the work in our course, you will not be successful. The readings are just too dense for that.
- ⇒ At various points in the semester, I will ask that you journal about your understanding of the readings, what connections you are making, etc. The procedure for this will be discussed within the course.

Written Assignments

- ⇒ All written assignments are to be completed in Microsoft Word and submitted on time. Deadlines are provided in Canvas.
- ⇒ Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- ⇒ All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please contact me by phone to make arrangements to get the assignment submitted within the posted time constraints.
- ⇒ Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic collusion is also unacceptable.

Digital Library Resources

Students enrolled in this course have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the Library, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a specific journal is not available, the library staff will procure the article for you. Please take the time to update your account and get familiar with the resources available. The librarians are awesome, and we have a wide variety of resources available to you.

BIBLIOGRAPHY

- ⇒ Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice* (3rd edition). Sterling, VA: Stylus Publishing, LLC.
- ⇒ Desimone, L. (2009). Improving impact studies of teachers’ professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181 -199. Doi:10/3102/0013189x08331140
- ⇒ Guskey, T. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3/4), 381 – 391.
- ⇒ Guskey, T., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan*, March 2009, 495-500.
- ⇒ Hirsh, S., & Killion, J. (2007). *The learning educator: A new era for professional learning*. Oxford, OH: National

Staff Development Council.

⇒ Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702 - 739. Doi: 10.3102/0034654308330970

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. **The Census Date for Fall 2023 is September 1, 2023.** The actions include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another

2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student**

Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an

- unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to plagiarism review, available on Canvas.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and

promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.