The University of Texas at
TYLER

College of Education and Psychology
School of Education
Ed.D. in School Improvement

EDSI 6321: Support Systems for Job-Embedded Professional Learning
Spring 2024

Instructor Information:	Dr. Julie Delello, Professor
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Last Day to withdraw from this course: March 25, 2024

Course Description:

This course focuses on the design, implementation and evaluation of effective professional learning and development programs to promote school improvement. The course will also explore the use of observation data to design teacher-centered professional development that applies research-based andragogy and the tenants of high qualify professional learning.

Student Learning Outcomes:

- Understand and apply Texas and national standards in professional design, implementation, and evaluation of professional learning and development.
- Analyze multiple sources of data to design a relevant and comprehensive professional learning program.
- Demonstrate a variety of strategies such as teaming and modeling to deliver professional learning that optimizes learning for educators and maximizes impact on instructional practices.
- Use theories and strategies to increases educator effectiveness and promote professional learning success.
- Collaborate with teachers about the importance of high quality professional learning and development (see TAC §232.13).
- Understand and promote professional learning communities (PLC) and their impact through use of structures such as teams, mentors, and instructional coaching.

- Identify the diverse needs of educators, students, schools, districts, parents, and communities in regards to relevant professional learning.
- Create a professional learning process for the purpose of improving instructional practices of teachers in order to support student learning.

<u>Professional Learning Standards</u>: The Student Learning Outcomes for this course will be based primarily on the following state and national standards:

InTASC Standard #9: **Professional Learning and Ethical Practice**s
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Education Agency Standard #6--Professional Practices and Responsibilities
Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Learning Forward (formerly the National Staff Development Council) Standards for Professional Learning: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes.

<u>Evaluation and Grading</u>:
- Class participation, course discussions, quizzes (40%)
- Professional Learning Activities, Reflective Journal, and final project (60%)

<u>Teaching Strategies:</u> Lecture, model lessons, project-based learning, writing-based assignments, collaboration, reflection, discussions, assigned readings, case studies, and field designed applications.

<u>Required Text:</u>

Zepeda, S. (2019). *Professional Development: What Works* (3rd ed.). Milton: Routledge.
ISBN: 978-1-138-23015-6 (pbk)
ISBN: 978-1-315-38674-4 (ebk)

<u>Additional Items:</u>

Campus Improvement Plan (CIP)

<u>Additional Suggested Readings:</u>

Berg, J. H. (2019). How teachers learn to lead. Programs build knowledge and skills teachers need to be influential beyond their classrooms. *The Learning Professional, 40(3).* how-teachers-learn-to-lead.pdf (learningforward.org)

Easton, L. B. (2008). *From professional development to professional learning.* Retrieved from http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0806eas.pdf

Guskey, T. R. (2014). Planning professional learning. *Educational Leadership, 71*(8), 10-16. Retrieved from http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Planning-Professional-Learning.aspx

Hammond, L. D., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession.* National Staff Development Council, Retrieved from https://learningforward.org/docs/pdf/nsdcstudy2009.pdf.

Hirsh, S. (2019). *4 cornerstones of professional learning: Fundamental principles pave the way for educators' actions.* Oxford, OH: Learning Forward. Retrieved from https://learningforward.org/wp-content/uploads/2019/02/4-cornerstones-for-download-1.pdf

Jensen, B., Sonnemann, J., Roberts-Hull, K., &, Hunter, A. (2016). *Beyond PD: Teacher professional learning in high-performing systems.* Washington, DC: National Center on Education and the Economy. Retrieved from http://ncee.org/wp-content/uploads/2015/08/BeyondPDDec2016.pdf

Learning Forward. (2022). *Standards for Professional Learning.* https://standards.learningforward.org/standards-for-professional-learning/

Levine, T. (2019). Overcome 5 PLC challenges. *The Learning Professional, 40(3).* https://learningforward.org/wp-content/uploads/2019/06/tool-overcome-5-plc-challenges.pdf

Pacchiano, D., Klein, R., and Hawley, M.S. (2016). *Job-Embedded Professional Learning Essential to Improving Teaching and Learning in Early Education.* Ounce of Prevention Fund. https://files.eric.ed.gov/fulltext/ED570108.pdf

SEDL (April 2007). *Developing a staff of learners.* SEDL Letter. 19(1), 1-25. (Retrieved from http://www.sedl.org/pubs/sedlletter/v19n01/SEDLLetter_v19n01.pdf)

T-TESS Teacher Handbook (2016). https://teachfortexas.org/Resource_Files/Guides/T-TESS_Teacher_Handbook.pdf

Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

Technology Access: This is an online course and will require reliable technology.

Required technology includes:

Hardware:
- Desktop or Laptop computer with Internet access.
  Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab, a public library to complete and submit your work on time.
- A camera, microphone, and sound.

Software:

- A current operating system (Microsoft or Apple)
- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and email (Patriot Mail)
- Microsoft Office (Available at no charge to students at https://www.uttyler.edu/it/office365/proplus.php
- Adobe Reader or another PDF reader such as Preview on the Mac
- Other software as noted in each module

Technical Support: Technology related problems (e.g., email, matters of access etc.) can often be solved by calling the UT Tyler Information Technology Hotline at (903) 565-5555 x2 or by emailing them at itsuppot@patriots.uttyler.edu. If you need Canvas support, see https://www.uttyler.edu/canvas/.

In your email be sure to include:
- The title and number of the course
- The Canvas page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message

Course Policies:

1. Class Participation: This course is designed as an online course and you are required to participate. You will have a weekly reading and assignment (e.g. reflection, discussion) due by Sunday at 11:59 PM. Projects will be due at specified dates/times as noted in the syllabus. The course schedule has been set up so that new assignments will be posted on Mondays. Students should expect to spend a minimum of six hours per module per week.

2. Grading Policy: All assignments are to be submitted on or prior to the due date. **Late work** is not accepted without prior permission from the instructor. Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

3. Grades of "I" will be given only when there is a compelling reason (e.g., serious illness). **If you have a question or need help, please email me prior to the due date at** jdelello@uttyler.edu. Please allow up to 48 hours for response to an email.

4. Descriptions of all projects and assignments will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through the assignment tab in Canvas.

5. **Unicheck** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted

to Canvas. *If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating*.

6. **The Use of Artificial Intelligence**: Generative artificial intelligence (AI) like the software ChatGPT is now widely available to produce text, images, and other media. It is important to keep the following in mind: (1) An AI cannot pass this course; (2) Intellectual honesty is vital to the academic community and for my fair evaluation of your work, all work submitted in this course must be your own, completed in accordance with the University's academic regulations; (3) You must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk. When content is produced by an artificial intelligence tool, it must be cited appropriately.

7. **Dispositions** - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website: http://www.uttyler.edu/education/documents/Dispositions.pdf

Suggested Topical Outline:

Module	Topic	
Module 1 Jan. 16-19	• Course Introduction: Syllabus • Job Embedded Professional Learning • Federal Legislation/Revised Professional Learning Standards	• Required Reading • Group Introduction • Quiz 1 • Title II Interview/Reflection #1 (due Jan. 29)
Module 2 Jan. 22-26	• Effective Learning Practices • Job-Embedded Learning • Professional Development	• Required Reading • Quiz 2 • Case Study Discussion • Journal Reflection #2: Workplace Considerations
Module 3 Jan. 29-Feb. 2	• Principles of Adult Learning (Pedagogy-Andragogy) • Motivation • Professional Growth	• Required Reading • TED Talk 1: Adult Learning and Reflection #3 • Quiz 3 • Discussion: Personality Tests
Module 4 Feb. 5-Feb. 9	• Framing Professional Learning • T-TESS Learning Components	• Required Reading • Podcast: Professional Learning/ Reflection #4 • Discussion: Professional Development Practices
Module 5 Feb. 12-16	• Evaluating Professional Learning • Principles of Change • Transfer to Practice	• Required Reading • Quiz 4

		• Campus Improvement Planning/Reflection #5
Lesson 6 Feb. 19-23	• Professional Learning Communities • Community of Inquiry (CoI) • Twitter Chats	• Required Reading • Quiz 5 • Twitter PLN #1/Reflection #6
Lesson 7 Feb. 26- Mar. 1	• Coaching (i.e. cognitive, instructional, peer) • Mentoring and Mentorship	• Required Reading • Discussion: Coaching and Mentorship • Twitter PLN #2/Reflection #7
Lesson 8 Mar. 4- Mar. 8	• Increasing Collaboration & Teaming	• Required Reading • Book Study Discussion • Facebook Group/Reflection #8
Lesson 9 Mar. 18-22	• Lesson Study • Action Research • Critical Friends Groups • **Note: March 11-15 Spring break for faculty and students**	• Required Reading • Discussion: Lunch Hour • TED Talk 2: Action Research & Journal Reflection #9
Lesson 10 Mar. 25-29	• Building Internal Capacity/Collective Responsibility	• Required Reading • Building Capacity Checklist and Reflection #10 • Discussion: How Did You Build Capacity?
Lesson 11 April 1-5	• Portfolios as Professional Learning • Reflecting on Learning • Action Logging	• Required Reading • Lesson Quiz • Blog Reading/Reflection #11 • Professional Portfolio Project- Assigned (Due April 24)
Lesson 12 April 8-12	• Partnerships with Parents/Community • Securing External Expertise	• Required Reading • Twitter PLN #3/Reflection #12
Lesson 13 Apr. 15-19	• Global Professional Learning Practices	• Required Reading • TED Talk #3: Global Learning
Lesson 14 April 22-26	• Work on Portfolio Project	
Final Project	• Final Portfolio: Due April 29	

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.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

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/

University Guidelines, Links and Policies

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.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.