



COLLEGE OF EDUCATION AND PSYCHOLOGY
School of Education

Course Prefix and Number	EDCI 5320.060
Course Title	Teacher Learning and Professional Development
Session	Fall 2021
Credit	3 hours
Course Meeting/Room	On Line
Office Hours	by Appointment
Instructor	Jamey R. Johnson, Ed.D. jameyrjohnson@gmail.com (preferred method of contact) 254-715-6538

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

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
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.

Last Day to Withdraw from this course: **November 1, 2021.**

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 in 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
- Word-processed, double-spaced

- 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 jameyrjohnson@gmail.com **Please note that this is not a Patriots email address.**

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, please give me 36 hours to respond. Everyone deserves to have a little down time on the weekend. Know that when you have tasks due, I will be checking email frequently though. 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 in a timely manner. Deadlines are provided in Canvas.

Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.

Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment (i.e. JohnsonJ_My_Professional_Learning.docx)

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.

Late assignments will receive point reductions (10% deduction per week the assignment is late) .

When written assignments are received, I will open them in Canvas and provide comments with Canvas. If there is an issue with Canvas, I will open your document in Microsoft Word and use the Track Changes and Comments features and then either upload the document into Canvas or email it to you as an attachment.

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 using the Iliad feature. Please take the time to update your account and get familiar with the resources available. The librarians are awesome, and we have solid 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.
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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.

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.](#)