

Teaching 7170 Professional Development-3 credits

Masters in Education Program

Cohort groups will meet to determine individual and district needs. The intersection of the two needs will create the program plan for each individual. The needs will be used to drive the program and each of the courses therein. Students will determine their learning styles and cognitive processing strengths. Professors will work with students to meet learning needs and build a curriculum based on “needs.” Based on the constructed curriculum and the preferred method of instruction, corresponding assessments will be chosen. The overall evaluation will be based on a change plan the student develops. Assessments within individual courses will compliment the change plan and reflect the appropriate assessment approaches. Traditional tools including research papers, writing samples and exams may be expected to be included in the courses as well as alternative assessment that include problem recognition tasks, diagnostic learning logs, and analytic memos.

Student Outcomes for MSE Program

Students are expected to meet the following outcomes in the MSE program.

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as resource to, and collaborate with others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

MSE Program Evaluation

The evaluation of the MSE program will be done through the use of a Professional Portfolio that will be designed by the student. At least two artifacts must be included for each of the six program outcomes above. Students must complete a reflection of each artifact that describes why and how the artifact demonstrates competency. The responsibility for selecting artifacts falls on the graduate student. The portfolio will be reviewed mid-way through the program and at the completion of the program. Informal feedback will be given when requested. At least one artifact must include a demonstration of the candidates writing ability.

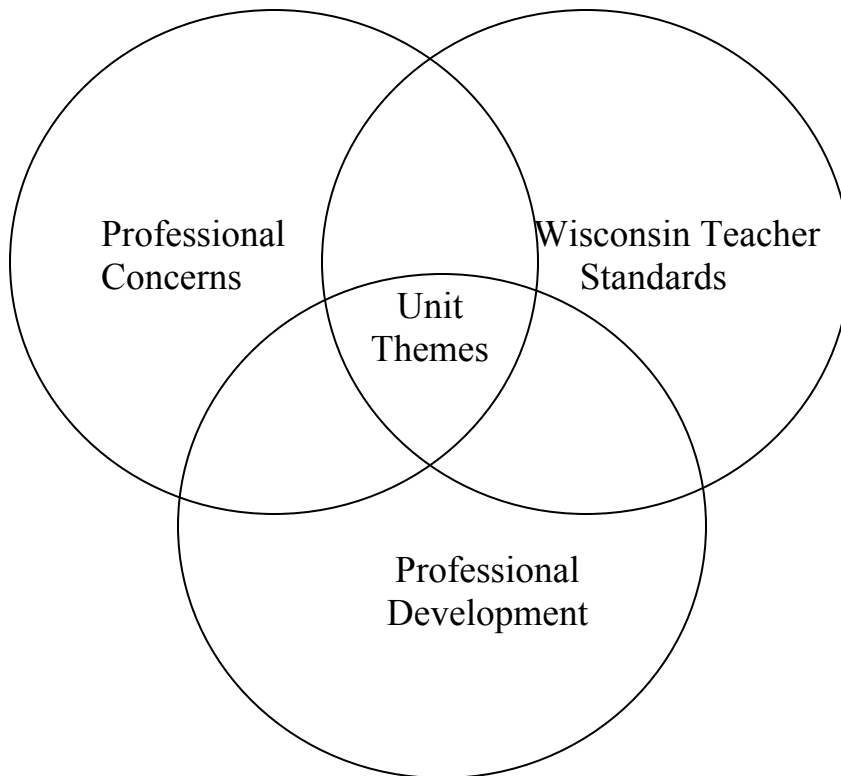
Course Description

In this course students and professors develop professional development plans, in the context of the cohort individual and district needs, as well as the professional development concepts that are central to the course. The concepts for this course include the following:

Technology
Professional Self-Assessment
Reflective Practitioners
Application of Research of Professional Practices
Utilize Best Practices
Professional Networking
Community Outreach
Professional Development Plans (PI 34 – WI DPI)
Life-Long Learning
Planning & Managing the Teacher & Learning Environment
Professional & Ethical Practices

Unit Themes

The unit themes that are developed for this course are based on the intersection of needs that grow from professional concerns, Wisconsin Teacher Education Standards, and the developmental concepts.



It is expected that some of the themes address may be:

- ⊕ Public Instruction Law 34 and licensure renewal with Professional Development Plans (Professional vs. Master Teaching Levels in the DPI code).
- ⊕ Envisioning the future through goal setting.
- ⊕ The Use of Research and Best-Practices for self-improvement
- ⊕ Ways of Self-Assessment in a professional setting
- ⊕ The Process of Reflection including the use of educational vocabulary, concepts and theorists.
- ⊕ Networks of Professionals in the Learning Community

Professional Development Course Outcomes:

- ❑ Integrate technology into an MSE / PDP Portfolio
- ❑ Integrate technology into classroom practices
- ❑ Professional Self-Assessment through action research, focus-groups and content analysis methods
- ❑ Continued reflective practitioner skill-building.
- ❑ Impact student learning through professional development efforts.
- ❑ Developing a Professional Development Plan.

Professional Concerns

A critical starting point in building a relevant course is the professional concerns of the participants. Professional concerns are defined in terms of individual student and district needs.

Wisconsin Teacher Standards

<http://dpi.wi.gov/tepd/p34.html>

The following standards are most appropriate to Professional Development course:

1. Teachers know the subjects they are teaching-The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow-The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

4. Teachers know how to teach-The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

6. Teachers communicate well-The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons-The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress-The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves-The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community-The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Attendance Policy

Attendance is expected at all class sessions. If a situation occurs which prevents a student from attending, (eg. Religious holidays, emergencies etc.) the instructor shall be notified in advance. Repeated absences or failure to notify will result in a reduction in course grade.

Accommodations for Students with Specific Needs:

Accommodations will be provided for students with physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the instructor to discuss accommodations for this course, or contact the office of Services for Student with Disabilities, 116 Warner Hall, UW-Platteville, 342-1818.

Assessment and Evaluation

The assessment approach models the concept of assessment used as a teaching approach, as well as complimenting the need of the individual student to build a portfolio that reflects the overall principles guiding the construction of MSE program.

The concept of assessment means that professors and students together, as co-professionals are concerned with what students have learned and what still needs to be mastered, what is taught effectively and what needs to be taught better.

It is expected that some of the assessments may be:

- ⊕ 20% - Public Instruction Law 34 and licensure renewal with Professional Development Plans (Professional vs. Master Teaching Levels in the DPI code). Integrate technology into an MSE / PDP Portfolio
- ⊕ 20% - Envisioning the future through goal setting. Developing a Professional Development Plan.
- ⊕ 20% - The Use of Research and Best-Practices for self-improvement – Paper on how a student impacted student learning through professional development efforts
- ⊕ 20% - Ways of Self-Assessment in a professional setting - Professional Self-Assessment through action research, focus-groups and content analysis methods
- ⊕ 10% A paper that explains Process of Reflection including the use of educational vocabulary, concepts and theorists. Continued reflective practitioner skill-building.
- ⊕ 10% - Establishing networks of Professionals in the Learning Community

Goals

The presentation is based on the Wisconsin Department of Public Instruction book and CD that outlines the steps educators can take to improve student learning through

- Connections across school subjects
- Connections between content and learner
- Connections between school, student and community
- Connections through meaningful assessment

Rationale

Graduate students need a curriculum that is challenging, integrative and exploratory. Planning a Connected Curriculum succeeds Wisconsin DPI's Guide to Connected Curriculum and Action Research (1997). Both emphasize the importance of a curriculum connected to student needs. The newer guide provides an opportunity to explore the possible correlations between connected curriculum and the standards movement.

Annotated Bibliography

Technology

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Professional Self-Assessment

Buckingham, M., Clifton, D. O. (2001). [Now, Discover Your Strengths.](#) New York, NY: Simon & Schuster/Free Press.

A unique approach to achieving professional success focuses on enhancing one's strengths instead of eliminating one's weaknesses. Thirty-four positive personality themes are described (e.g., achiever, activator, developer, empathizer, learner, maximizer, strategic planner, etc.), as is how to use these to build a strengths-based organization by capitalizing on the fact that such traits already are present among those within the organization. A Web-based interactive component allows readers to complete a questionnaire developed by the Gallup Organization and instantly discover their own top-five inborn talents. The authors show the reader how to leverage these talents for their own development, their professional success, and the success of their organization.

Guskey, T. R. (1999). [Evaluating Professional Development.](#) Thousand Oaks, CA: Corwin Press.

The processes and procedures involved in evaluating professional development are explored at five increasing levels of sophistication: participants' reactions to professional development; how much participants learn; evaluating organizational support and change; how participants use their new knowledge and skills; and improving in learning. Sample evaluation forms, checklists, and helpful hints and tips also are provided.

Reflective Practitioners

Burnaford, G., Fischer, J., Hobson, D. (1996). [Teachers Doing Research: Practical Possibilities.](#) Mahwah, NJ: Lawrence Erlbaum Associates.

Teachers are often reluctant to change their practices in response to each new staff development workshop that appears on the horizon. The process and application of developing, implementing, and evaluating teacher action research in collaborative group settings is explored. A practical approach to doing teacher research – including descriptive analysis of initiating the inquiry, gathering data, analyzing results, and

evaluating the project – is set within the larger context of qualitative research, and draws on the research and literature of teacher as researcher coupled with that on staff development in school and university settings.

O'Reilly, K. W., Johnson, L. K. (2000). "The Personal Development Review: Aligning Personal and Organizational Vision" [PDF article originally appearing in Leverage]. Williston, VT: Pegasus Communications.

In today's age of rapid job turnover and accelerating change, districts that help their people clarify and achieve their highest aspirations are more likely to succeed than others. The Personal Development Review can support this process. Personal Development Reviews were developed to help individuals flesh out detailed visions and provide a way of integrating those aspirations with their organization's plans. The review process begins with the administrator inviting two colleagues to take part in a coaching session.

Application of Research of Professional Practices

Hargreaves, A., Earl, L., Moore, S., Manning, S. (2001). Learning to Change: Teaching Beyond Subjects and Standards. San Francisco: Jossey-Bass.

The success of school reform measures greatly depends on the support and commitment of teachers. This book examines the realities of educational change from the frontline perspective of reform-minded teachers. It charts the perceptions and experiences of 29 teachers in grades 7 and 8 from four school districts – showing how they grappled with such initiatives as integrated curriculum, common learning standards, and alternative modes of assessment.

This book moves beyond the bandwagons of rhetorical change and examines how these changes work in practice for better and for worse. The authors focus on how reform proposals have brought new complexities to teaching practice and why major investments of time and support are required if teaching innovations are to become lasting and effective. Most importantly, they highlight the intense emotional demands that school change imposes on teachers, and they outline practical strategies for helping teachers through the difficult transition process – thus ensuring that worthwhile reforms flourish and endure.

Sparks, D., Hirsh, S. (1997). A New Vision for Staff Development. Alexandria, VA: Association for Supervision & Curriculum Development. Staff development is undergoing profound change as traditional approaches fall short of current needs and new challenges emerge. Training is no longer the watch word. Effective staff development is targeting the total organization today, not just the individual, and is improving through multiple forms of learning. Results-driven performance, systems thinking, and constructivism are shaping today's staff development. The focus of staff development has shifted from fragmented efforts to comprehensive plans, from off-site training to job-embedded learning, and from generic skills to a combination that also includes content-specific skills. Examples are provided of how people are handling this transition, overcoming roadblocks, devising solutions, and creating staff development that works.

Senge, P. M. (1994). The Fifth Discipline. New York, NY: Currency Publications.

The existence of learning organizations that use systems thinking is offered as the primary tenet of a revolutionary management philosophy. Learning organizations are corporations that overcome inherent obstacles to learning and develop dynamic ways to pinpoint the threats that face them and to recognize new opportunities. Systems thinking helps corporations integrate related company functions, such as sales and product design, to expand an organization's ability to produce. Requisite disciplines are described, of which systems thinking is the fifth. A carefully integrated corporate framework is structured around systems thinking and the other four disciplines described: personal mastery of one's capacities; mental models of company people and procedures; shared vision; and team learning through group discussion of individual objectives and problems.

Utilize Best Practices

Dufour, R., Eaker, R. E., Baker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Specific how-to information is provided for transforming schools into results-oriented professional learning communities. Research-based recommendations are provided for best practices concerning: curriculum development; teacher preparation; school leadership; professional development programs; school-parent partnerships; and assessment practices.

Henson, K. T. (2004). Constructivist Teaching Strategies for Diverse Middle Level Classrooms. Boston: Pearson.

Effective teaching in the middle grades requires the teacher to have a repertoire of strategies and know when to use each. Each of the themes addresses a major goal set by the Carnegie council on Academic Development or by the National Middle School Association... In particular, the Carnegie goals are 1) ensuring success for all early adolescents, 2) involving the family in their children's education, 3) improving academic performance through better health practices, 4) empowering teachers, and 5) connecting the learning program with the community.

Kraines, G. (2001). Accountability Leadership. Franklin Lakes, NJ: Career Press.

To improve your schools's effectiveness requires disciplined thinking, proactive planning that aligns structure and process, universally applied effective leadership practices, a clear definition of accountabilities for every role in relationship to every process, and holding every administrator accountable for being an effective manager. Successful educational organizations are those that are flexible and responsive. To lead today is to lead change. However, change is a threat for many, as if it is an indictment of past performance, so individuals resist. Change management, therefore, must be approached from myriad perspectives, which then provide a framework for understanding

the changes that are needed and for crafting a rational response to achieving these changes.

Professional Networking

Pegasus Communications. (2003). Teams that Work. Williston, VT: Pegasus Communications.

A selection of five articles is presented from The Systems Thinker® Newsletter. These articles explore key systemic tools that can help teams identify, intervene in, and reverse the patterns of unproductive behavior that prevent them from achieving their goals—and uncover and articulate high-leverage points for change that lead to continuous learning and performance improvement.

Robb, L. (2000). Redefining Staff Development: A Collaborative Model for Teachers and Administrators. Portsmouth, NH: Heinemann.

The author advocates for meaningful change that takes into account a school's (or other organization's) culture and the diversity of its members. Rather than the traditional top-down model of professional development, she demonstrates how to start, maintain, and assess with a variety of ongoing, adaptable strategies—study groups, coaching, and one-on-one conferences that can be used as is or modified.

Wenger, E., McDermott, R., Snyder, W. M. (2002). Cultivating Communities of Practice. Boston, MA: Harvard Business School Publishing.

Throughout history, like-minded individuals have been gathering in a wide variety of settings to recount their experiences and share their expertise. These groups—communities of practice—might be purposely developed as a key driver of organizational performance in the knowledge age. They create, share, and apply knowledge within and across boundaries of teams, business units, and even entire companies, providing a concrete path toward creating a true knowledge organization.

Community Outreach

Sedlack, Renee Ann (2003). Principals and families: Creating partnerships for student achievement. University of South Florida: Unpublished Dissertation.

Implications from this study suggest that curriculum and outreach efforts are most beneficial when community culture and values are included.

Dufour, R., Eaker, R. E., Baker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Specific how-to information is provided for transforming schools into results-oriented professional learning communities. Research-based recommendations are provided for best practices concerning: curriculum development; teacher preparation; school leadership; professional development programs; school-parent partnerships; and assessment practices.

Professional Development Plans (PI 34 – WI DPI)

Wisconsin Department of Public Instruction. (2005) Professional Development Plan Educator Toolkit. Milwaukee, WI: DPI.

‘Educator licensure is a guarantee by the state of Wisconsin that the licensee is able to carry out the demands of the education profession. Multiple levels of licensure and renewal of a license are now being implemented to assure the public that its professionals will maintain a commitment to the thoughtful acquisition of knowledge in their individual area(s) of endorsement, as well as the application of best educational practices in their area(s) of expertise. There are three levels of licensure: initial educator, professional educator, and master educator.’”

“To move to the Professional Educator License stage, the initial educator must complete a professional development plan (PDP) and have that plan verified by a trained Professional Development Plan (PDP) Team. The professional educator is an individual who has successfully completed the Initial Educator License stage with three or more years of experience and a verified PDP. Professional educators must renew their license every five years. If the professional educator received a Wisconsin license before August 31, 2004, he or she has the option of renewing the license by completing a PDP or by taking six credits from an approved higher education program. The professional educator licensed after August 31, 2004, must renew by completing a PDP and having the plan verified by a trained PDP Team.

Becoming a master educator is a voluntary process, and once completed it will give the individual a ten-year renewable master educator license. The Wisconsin Master Education Assessment Process (WMEAP) includes the development of a portfolio by the educator that documents mastery of the Wisconsin standards, professional contributions, and improved student learning. The educator must hold a master’s degree. A DPI-trained WMEAP team assesses the portfolio. An individual may also be licensed as a master educator if he or she successfully completes the National Board for Professional Teaching Standards Certification.”

“It is up to the individual licensee to develop a PDP.” “A PDP

- is a means to work with others to further the educator’s vision and goal and affect student learning;
- addresses the needs of the individual educator by enhancing his or her knowledge and skills and thus the quality of student learning;
- addresses two or more of the educator standards as outlined in PI 34;
- encourages educators to think outside the box; and
- may include district and/or building initiatives.

The PDP shall include

1. goal(s) and objectives that address two or more of the Wisconsin Educator Standards;
2. identified activities related to the professional development goal(s) with evidence of application to the classroom or learning community;
3. a timeline for achieving the professional development goal(s) with evidence of

- annual review of objectives and activities;
4. evidence of collaboration with others; and
 5. an assessment plan that specifies indicators of growth and how meeting the goal(s) will improve the educator's professional knowledge and affect student learning."

Life-Long Learning

French, Annie Rooney (2000). Visions of an improved education environment and processes for achieving these visions as identified by female educational leaders. University of Colorado at Denver: Unpublished Dissertation.

French (2000) studied 20 female educational leaders. The creation of supportive learning environments through collaboration, the fostering of shared beliefs, and the alignment of systems with an initial vision were seen as necessary foundations for improvement. In order to create and support learning environments envisioned by participants, they believed that meeting diverse and individual student needs would be important. Processes for accomplishing this would include setting goals for and fostering self-development in students and assuring that all students continually meet high standards and become problem solvers and life-long learners. The ongoing professional development of teachers and their role in promoting and assisting with change processes in schools were seen as being important.

Participants believed that the implementation of their visions would need to include the establishment of baseline content standards, the utilization of multiple assessment measures, and the utilization of data in guiding program changes. Assuring adequate funding for programs, allowing freedom to experiment with changes on a small scale, and making informed decisions regarding the chartering and governance of schools were seen as necessary factors for successful implementation of participants' visions.