

Models of Professional Development and Change
15:267:604-01
3 Credits

Instructor: Dan Battey, Ph.D.	Email: dan.battey@gse.rutgers.edu
Phone #: (732) 932-7496 ext. 8137	Room: GSE 211
Office Hours: Th, 2:30-4:30 & by appointment Office: GSE 229C	Prerequisites or other limitations: Admission to the program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Learning Goals and Course Description

The purpose of this class is for practitioner-leaders to learn about the research on teacher learning and professional development and then to explore specific models of professional development. The class will have three components: exploring knowledge in the field about best practices, hands-on experiences to explore the learning potentialities of 3 models of professional development--each focusing on a different aspect of practice-- and opportunities to try out, reflect on, and revise approaches to implementing these models through field experiences in students' work settings. By integrating interactive technology (e.g., blogs, wikis, podcasts, etc) into course activities, the course will also explore the ways in which multimodal learning and technologies are changing the ways people think, perceive, and process knowledge.

The three models are all grounded on the assumption that a critical aspect of professional learning and change is the work that happens collaboratively among colleagues. All models will use a group format for learning and will continually examine and critique group processes as they occur in the class and in students' worksites. The models will focus on learning from/with students, learning from/with colleagues, and learning from/with data and other existing knowledge. Experiences related to the first model will focus, in particular, on learning from close examinations student work and student perspectives. Experiences related to the second model will focus particularly on coaching and peer observation approaches to learning. Experiences related to the third model will focus particularly on using classroom and school assessment and other quantitative data and as well as evidence from research to improve practice.

By the end of this course, participants will have an understanding of three key models of professional development and the knowledge and ability to implement a range of collaborative professional development activities within these models.

Textbook & Course Materials

Required Text

All course readings are available electronically in the resources folder on Sakai.

Sakai

This course will be delivered partially online through a course management system named Sakai. To access this course on Sakai you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari).

Course Assignments

Please submit all assignments in your Sakai dropbox.

- **Assignment 1: Professional Development Autobiography**

Due September 29th

Write an “autobiography” of your professional development experiences. Explain the high and low points and what made them so. Describe one experience that made the most impact on your professional practice. Next, analyze the nature of the changes that occurred as a result of your participation in this PD experience, and the most important factors that you believe contributed to bringing this change about. Use the readings from Weeks 2-4 to inform this analysis. Conclude your paper by comparing some aspect of professional development in your current work situation to this positive experience.

- **Assignment 2: PD Implementation**

Choose an approach to implementing each model (alternatively, students may observe rather than implement one activity that fits within a model if an appropriate professional development initiative is already under way). Plan and implement it in your work place (Model 1 between weeks 6 & 7; Model 2 between weeks 9 & 10; Model 3 between weeks 12 & 13). These dates are **suggested**; adjust as needed given conditions in your worksite. You should implement/participate in 3 pd activities (one that relates to each of the 3 models) at your school during the semester and allow yourself time to reflect, get feedback, reflect, and write about your experiences.

- Submit a rough draft plan for how (with whom, when, under what circumstances) you’ll carry out this assignment (Due Week 5, September 29th).
 - Video record at least one of these sessions.
 - Analyze and Reflect on PD models.
1. Write a 2-3 page paper that describes how you implemented Model 1 in your setting. Include your thoughts on what went well, what didn’t go so well, what seemed to contribute to these outcomes, and what you would do differently next time (Due October 20th).
 2. Repeat this process for Model 2 (Due November 10th) and then again for Model 3 (Due December 8th).

The instructor will work with each student early in the semester to plan activities and timing appropriate to individual worksites.

- **Assignment 3: Final PD Synthesis**

Due December 15th

Work with other classmates to reflect across experiences, view videos of each other’s PD activities and then write a final synthesis based on research literature, peer and instructor feedback of implementation of one model, and your prior reflections. Synthesize your experiences of learning about and trying the models of professional development we have focused on this semester. Discuss what you feel are the implications of your learning for your practice as an educational leader.

Grading Policy

The grading will be as follows-

A = 100-90%	B+= 89-87%
B = 86-80%	C+= 79-77%
C = 76-70%	D = 69-60%
F < 60%	

If you need ANY special accommodations during the course, please see me after the *FIRST* class.

Academic Integrity Policy

· All students must follow the RU Code of Student Conduct which can be accessed at:

<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

· For information on the academic integrity policy, please go to: **Error! Hyperlink reference not valid.**

· A multimedia presentation on plagiarism can be found at:

<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Important Note: This syllabus, along with course assignments and due dates, are subject to change. Any changes will be clearly noted in course announcement or through Sakai email.

Topic Outline/Schedule & Assignments:

Date	Topic	Readings	Activities/Assignments
Sep. 1 st	<ul style="list-style-type: none">• Introductions,• Course Overview,• Making sense of prior experiences with PD		
Sep. 8 th	<ul style="list-style-type: none">• Research on Practitioner Learning and Change	Putnam, R. & Borko, H. (2001). What do new views of knowledge and thinking have to say about research on teacher learning? <i>Educational Researcher</i> 29(1), 4-15. Shulman, L. S. & Shulman, J. H. (2004). How and what teachers learn: A shifting perspective. <i>Journal of Curriculum Studies</i> 36(2), 257-271. Wilson, S., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. <i>Review of Research in Education</i> , 24, 173- 209.	This will be an online class. No face-to-face meeting.
Sep. 15 th	<ul style="list-style-type: none">• Research on best practices in Professional Development• Teacher Learning	Garet, M. S., et al. (2001). What makes PD effective? <i>American Education Research Journal</i> 38(4), 915-945. Zwart, R. C., et al. (2007). Experienced teacher learning within the context of reciprocal peer coaching. <i>Teachers and Teaching: Theory and Practice</i> , 13(2), 165-187. Franke, M., et al. (2005).	

		Changing teachers' professional work in mathematics: One school's journey. In T. Romberg, T. Carpenter, & Dremock (Eds.) <i>Understanding Mathematics and Science Matters</i> (pp. 81-98). Hillside, NJ: Lawrence Erlbaum.	
Sep. 22 nd	<ul style="list-style-type: none"> • Complicating Practitioner Learning and Professional Development • Learning in Communities • Stance • Role negotiation and relationships 	Dana, N. F. & Yendol-Hoppey, D. Establishing and maintaining a healthy inquiry-oriented PLC. In <i>The reflective educator's guide to professional development</i> . Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. <i>Review of Research in Education</i> , 24, 249-305.	
Sep. 29 th	<p>Model 1: Learning from and with students:</p> <ul style="list-style-type: none"> • Introduction • Descriptive review • Learning from Student Work • Observations and Interviews 	<p>Himley, M & Carini, P. F. (Eds). (2000). <i>From another angle: Children's strengths and school standards</i>, Chapters 1 & 8</p> <p>National School Reform Faculty protocols for learning from student work</p> <p>Dana, N. F. & Yendol-Hoppey, D. Making inquiry a part of your teaching practice. In <i>The reflective educator's guide to classroom research</i></p>	<p>This will be an online interactive class. No face-to-face meeting.</p> <p>Professional Development Autobiography due</p> <p>Rough draft plan for trying out each model due</p>
Oct. 6 th	<p>Model 1: Learning from and with students:</p> <ul style="list-style-type: none"> • Trying it out in class 	Practitioner Examples TBD	
Oct. 13 th	<p>Model 1: Learning from and with students:</p> <ul style="list-style-type: none"> • Reflecting on the process of implementation in the worksite. 	<p>Lewis, C., et al. (2006). Lesson Study comes of age in North America. <i>Phi Delta Kappan</i> 88(4), 273-281.</p> <p>National School Reform Faculty protocols for looking collaboratively at</p>	<p>This will be an online interactive class. No face-to-face meeting</p> <p>Model 1 Reflection due</p>

		<p>assignments and assessments</p> <p>Kazemi E. & Franke, M. L. (2004). Teacher Learning in Mathematics: Using Student Work to Promote Collective Inquiry. <i>Journal of Mathematics Teacher Education</i>, 7, 203–235.</p>	
Oct. 20 th	<p>Model 2: Learning from and with colleagues:</p> <ul style="list-style-type: none"> • Introduction • Peer/Coach Observation • Lesson Study • Analysis of teaching/assessment tool 	Practitioner Examples TBD	
Oct. 27 th	<p>Model 2: Learning from and with colleagues:</p> <ul style="list-style-type: none"> • Trying it out in class 		
Nov. 3 rd	<p>Model 2: Learning from and with colleagues:</p> <ul style="list-style-type: none"> • Reflecting on the process of implementation in the worksite. 	<p>Lang, S., et al. (2008). <i>Improving student achievement through formative assessment</i>. Ch 9-10</p> <p>Boudett, K. P., et al. (2008). <i>Data wise: A step-by-step guide to using assessment results to improve teaching and learning</i>, Ch 3-8</p> <p>Bird, E. (2000). Accessing the evidence: Towards the research-informed age. In B. Moon, et al. <i>Leading professional development in education</i>.</p>	<p>This will be an online interactive class. No face to face meeting</p> <p>Model 2 Reflection due</p>
Nov. 10 th	<p>Model 3: Learning from and with data and other existing knowledge:</p> <ul style="list-style-type: none"> • Introduction • Using school-wide data • Connecting to research 	Practitioner Examples TBD	
Nov. 17 th	<p>Model 3: Learning from and with data and other existing knowledge:</p>		

	<ul style="list-style-type: none"> • Trying it out in class 		
Nov. 24 th	Thanksgiving		
Dec. 1 st	<p>Model 3: Learning from and with data and other existing knowledge:</p> <ul style="list-style-type: none"> • Reflecting on the process of implementation in the worksite. 		
Dec. 8 th	<ul style="list-style-type: none"> • Evaluating learning and change 	<p>Silberman, M. (2006). Evaluating an active training program. In <i>Active training: A handbook of techniques, designs, case examples, and tips</i></p>	Model 3 Reflection due
Dec. 15 th	<ul style="list-style-type: none"> • Wrap up 		Final paper due