RUTGERS
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Learning and Teaching
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`Models of Professional Development
15:267:604
3 Credits

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Office Hours: by appointment	Prerequisites or other limitations: Although this course is designed for EdD students in the Teacher Leadership concentration, it is open to any masters or doctoral student. Students must have access to a site where they can lead professional development activities.
Mode of Instruction: ___ Lecture __X_ Seminar __X_ Hybrid ___ Online ___ Other	Permission required: _x_ No ___Yes Directions about where to get permission numbers: from the instructor

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: hhttps://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Learning goals
The purpose of this class is for practitioner-leaders to learn about the research on teacher change and professional development "best practices", and then to experience and try out approaches to teacher-led, collaborative professional development that enacts these findings within their work environments
Course catalogue description

By the end of this course, participants will have an understanding of three key lenses around which to structure of professional development and the knowledge and ability to implement a range of collaborative professional development activities within their work contexts.

Course catalogue 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 three 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.

<u>**Class materials:**</u>
Selected journal and book chapters available on the course website including
Little, J. W. (2006).Professional community and professional development in the learning-centered school
Wilson, S., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. Review of Research in Education, 24, pp. 173- 209
Putnam, R. & Borko, H. (2001). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher 29(1), 4-15*
Garet, M. S., et al. What makes PD effective? (2001). *American Education Research Journal 38*(4), 915-945
Wood, D. R. (2007). Professional learning communities: Teahcers, knowledge, and knowing. *Theory into Practice, 46*(4), 281-290.
Dana, N. F. & Yendol-Hoppey, D. Establishing and maintaining a healthy inquiry-oriented PLC. In *The reflective educator's guide to professional development.*
Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. Review of Research in Education, 24, 249-305.
Franke, M., et al. (2005). Changing teachers' professional work in mathematics: One school's journey. In T. Rombert, T. Carpenter, & F. Dremock (Eds.) *Understanding mathematics and science matters* (pp. 81-98). Hillside, NJ: Lawrence Erlbaum.

<u>**Grading and Activities**</u> Your course final grade will be based on attendance, participation in the discussions on the readings and professional development activities, and the quality of your written work.

Activity	Total points
Attendance, participation	10
Professional Development Autobiography	15
Tool try-outs description and reflection (3 X 15)	45
Giving and receiving feedback	10
Bringing it all together reflection	20
Grand Total	**100**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

Description of activities

The class will have three components: exploring knowledge about professional development and teacher change, hands-on experiences to explore the learning potentialities of 3 professional development lenses--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, discussion forums, etc.), into course activities, we will also explore the ways in which multimodal learning and technologies are changing the ways people think, perceive, and process knowledge.

The three professional development lenses are all grounded on the assumption that a critical aspect of professional learning and change is the work that happens collaboratively among colleagues in looking at data generated by students and teachers in classrooms. All approaches 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 lenses will focus on learning from/with assessment data learning, from/with students, and from/with colleagues and colleagues' work. Experiences related to the first model will focus particularly on using classroom and school assessment and other quantitative data and as well as evidence from research to improve practice. Experiences related to the second model will focus particularly on in particular, on learning from close examinations student work and student perspectives.x. Experiences related to the third model will focus on coaching and peer observation as approaches to learning.

Topics for Discussions (by week)

Class	Topic
1	Introductions Course Overview Making sense of prior experiences with PD
2	• Research on Practitioner Learning, knowledge and Change
3	• Research on best practices in Professional Development
4	• Complicating Practitioner Learning and Professional Development Learning in Communities Stance Role negotiation and relationships
5	• Lens 1: Learning from and with assessment data Introduction Using school-wide data Connecting to research
6	• Lens 1: Learning from and with data and other existing knowledge: Trying it out in class

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Class	Topic
7	• Lens 1: Learning from and with data and other existing knowledge: Reflecting on the process of implementation in the worksite.
8	• Lens 2: Learning from and with students : Introduction Descriptive review Learning from Student Work Observations and Interviews
9	• Lens 2: Learning from and with students : Trying it out in class
10	• Lesn 2: Learning from and with students: Reflecting on the process of implementation in the worksite.
11	• Lens 3: Learning from and with colleagues: Introduction Peer/Coach Observation Lesson Study Analysis of teaching/assessment tool
12	• Lens 3: Learning from and with colleagues: Trying it out in class!
13	• Lens 3: Learning from and with colleagues: Reflecting on the process of implementation in the worksite.
14	• Evaluating learning and change
15	• Wrap up