EDUC 5076: Professional Growth and Leadership

Online and in Zoom Seminars

Instructor name:

Contact Information

Office Number/email

Office Hours

Canvas Support: 435-865-8555/canvas@suu.edu

SUU Required Course Syllabi Components

Course Description

This course reviews the factors that contribute to successful technology leadership in today's environment. Students will use examples from a wide range of industries to learn about, and gain practical experience in, the issues that ultimately determine the success and challenges of highly technical instructional approaches. Students will also study some of the cultures and practices that foster continuous innovation and effectively leverage technology trends and trajectories.

Learning Objectives.

1. Educators will be able to

■ Seek out, join, and participate in local and global learning communities to pursue professional learning and stay current with research that supports student learning.

■ Collaborate with colleagues to identify, adopt, and evaluate digital tools and resources for learning.

■ Plan and provide professional learning experiences for a grade level team, department, school or professional conference.

2. Goal/Rationale. How the course relates to primary concepts and principles of the discipline (where it fits into the overall intellectual area). Type of knowledge and abilities that will be emphasized. How and why the course is organized in a particular sequence.

2. Course Content.

    a. Schedule: This is a seven week course. The seven week schedule will follow the seven following modules:

        i. Module 1. Seek out, join, and participate in local and global learning communities.
        ii. Module 2. Pursue professional learning and stay current with research that supports student learning.
        iii. Module 3. Collaborate with colleagues to identify digital tools and resources for learning.
        iv. Module 4. Collaborate with colleagues to adopt digital tools and resources for learning.
        v. Module 5. Collaborate with colleagues to evaluate digital tools and resources for learning.
        vi. Module 6. Plan and provide professional learning experiences for a grade level team.
        vii. Module 7. Plan and provide professional learning experiences for a department, school, or professional conference.

    b. Outline, meeting dates and holidays, major topics and sub-topics preferably with rationale for inclusion.

5. Student Responsibilities. Particulars and rationale for homework, projects, quizzes, exams, reading requirements, participation, due dates, etc. Policies on lateness, missed work, extra credit, etc.

6. Grading Method. Clear, explicit statement of assessment process and measurements.

7. Materials and Access. Required texts and readings, course packs. How to get materials including relevant instructional technologies. Additional resources such as study groups, etc.

8. Teaching Philosophy. Pedagogical approach including rationale for why students will benefit from it.

Module 1: Seek out, join, and participate in local and global learning communities.

Learning Resources

- Social Learning Made Easy
- Google for Education
- Communities of Practice

Discussion Prompt

- You are invited to go on a field trip—to your kitchen, backyard, neighborhood, or local mall—to find examples of you seeking out, joining, and participating in local and global learning communities that you are studying in our course. Report their findings by posting a photo and an analysis of how their real-world example illustrates the Module 1 concept.

Competency Demonstration

Respond in no more than a 3 minute video recording tool, or any tool to create a no more than a one page digital poster, podcast, interactive images, or any type of engaging presentation identifying how you have demonstrated competency in seeking out, joining, and participating in local and global learning communities.

Other options…

- Screencast-o-matic
- Screencastify for Chrome,
- Loom or some other video tool.
- Canvas Media Recorder - look for the 'Play' icon above when you are writing your response.
- Screen-casting tool to record your thoughts while walking through a slide deck
    - Google Slides,
    - PowerPoint,
    - Prezi Video, etc.),
- Adobe Spark Video,
- Tellagami,
- Puppet Pals,
- PowToon,
- Digital Poster
- Podcast
- Short Video
- Interactive Image
- Screencast
- Engaging Presentation
- Or any other new technology or implementation of a current technology not listed here (extra credit offered)

Module 2: Pursue professional learning and stay current with research that supports student learning.

Learning Resources

A fresh look at research on professional learning—and a warning from a marshmallow

Professional Learning with Staying Power

Keys to Successful Professional Learning

Discussion Prompt

Review some of Kate Grunow's Professional Learning Goals and the technologies she plans on implementing to make them happen. Which of them do you connect with? What technologies do you have available to you to help you reach your goals?

Competency Demonstrate

Identify 3 Professional Learning Goals which you have for the next twelve months. Identify available technologies and how you will put them into practice to achieve them. Craft a timeline to help you set and meet these goals incrementally across the year.

Module 3: Collaborate with colleagues to identify digital tools and resources for learning.

Learning Resources

[Best Student Collaboration Tools](#)

[Collaboration Tools for Students](#)

[Digital Tools for Classroom Collaboration - Collaborating on Projects](#)

Discussion Prompt

It is important to make creative use of other teacher's range of expertise so all can be included and can learn as well as be willing to change. Through constant practice, teachers will benefit from working with others to build commitment to an innovative collaborative culture. These collaborations will be a continuous process with evidence of new quality thinking and intentional changes in practice. With the implementation of meaningful collaboration, teachers can problem solve more effectively as well as grow professionally as educators through the extended learning they will receive from their peers.

Describe how you have participated in collaborative activities such as this. Or address how you plan to do so through your participation and engagement in this course.

Competency Demonstrate

Craft a detailed [PLC Agenda](#). Identify how you will or have engaged other teachers in the team's creative use of their range of practice to capitalize on the fact that this approach provides greater support than the sum of their individual parts.

Module 4: Collaborate with colleagues to adopt digital tools and resources for learning.

Learning Resources

[Teacher Digital Learning Guide](#)

[Student Collaboration: What and Why and Tools](#)

[20 Fun Free Tools for Interactive Classroom Collaboration](#)

[Collaborative Learning](#)

Discussion Prompt

The Collaborative characteristic describes the degree to which technology is used to facilitate, enable, or enhance students' opportunities to work with peers and outside experts. This characteristic considers the use of conventional collaborative technology tools as well as other kinds of technology tools that assist students working with others.

How have you, or how do you plan to use technology to assist your peers in collaborating with adopting digital tools and resources for learning?

Competency Demonstrate

Respond in no more than a 3 minute video recording tool, or any tool to create a no more than a one page digital poster, podcast, interactive images, or any type of engaging presentation identifying how you have demonstrated competency in collaborating with colleagues to adopt digital tools and resources for learning.

Other options…

- Screencast-o-matic
- Screencastify for Chrome,
- Loom or some other video tool.
- Canvas Media Recorder - look for the 'Play' icon above when you are writing your response.
- Screen-casting tool to record your thoughts while walking through a slide deck
  - Google Slides,
  - PowerPoint,
  - Prezi Video, etc.),
- Adobe Spark Video,
- Tellagami,
- Puppet Pals,
- PowToon,
- Digital Poster
- Podcast
- Short Video
- Interactive Image
- Screencast
- Engaging Presentation
- Or any other new technology or implementation of a current technology not listed here (extra credit offered)

Module 5: Collaborate with colleagues to evaluate digital tools and resources for learning.

Learning Resources

How digital tools can help teachers collaborate on lesson plans

75 digital tools and apps teachers can use to support formative assessment in the classroom

Collaboration Tools

Discussion Prompt

Hundreds of digital education tools have been created with the purpose of giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners. As you review this week's resources, outline the process you have used to evaluate these tools and resources for your learner's growth. How have you determined which are most appropriate for your learner's current learning needs?

Competency Demonstrate

Respond in no more than a 3 minute video recording tool, or any tool to create a no more than a one page digital poster, podcast, interactive images, or any type of engaging presentation identifying how you have demonstrated competency in collaborating with colleagues to evaluate digital tools and resources for learning.

Other options…

- Screencast-o-matic
- Screencastify for Chrome,
- Loom or some other video tool.
- Canvas Media Recorder - look for the 'Play' icon above when you are writing your response.
- Screen-casting tool to record your thoughts while walking through a slide deck
    - Google Slides,
    - PowerPoint,
    - Prezi Video, etc.),
- Adobe Spark Video,
- Tellagami,
- Puppet Pals,
- PowToon,
- Digital Poster
- Podcast
- Short Video
- Interactive Image
- Screencast
- Engaging Presentation
- Or any other new technology or implementation of a current technology not listed here (extra credit offered)

Module 6: Plan and provide professional learning experiences for a grade level team.

Learning Resources

Best Practices in Professional Development

5 Ways to make Teacher Professional Development Effective

PLC: Overview and Guidelines

Discussion Prompt

Educators find meaning in work that stems from inner passions, interests, ambitions, and the desire to help young minds grow. We also discover meaning as we build our own capacity to continually improve. Noteworthy lightbulb moments and learning experiences related to our particular disciplines lead to valuable awakenings we use to refine our skills and help children along their path of academic discovery.

Describe a "lightbulb" moment that you have enjoyed in connecting your learning experiences to leading your learners along their academic pathway.

Competency Demonstrated

Respond in no more than a 3 minute video recording tool, or any tool to create a no more than a one page digital poster, podcast, interactive images, or any type of engaging presentation identifying how you have demonstrated competency in planning and providing professional learning experiences for a grade level team.

Other options…

- Screencast-o-matic
- Screencastify for Chrome,
- Loom or some other video tool.
- Canvas Media Recorder - look for the 'Play' icon above when you are writing your response.
- Screen-casting tool to record your thoughts while walking through a slide deck
    - Google Slides,
    - PowerPoint,
    - Prezi Video, etc.),
- Adobe Spark Video,
- Tellagami,
- Puppet Pals,
- PowToon,
- Digital Poster
- Podcast
- Short Video
- Interactive Image
- Screencast
- Engaging Presentation
- Or any other new technology or implementation of a current technology not listed here (extra credit offered)

-

Module 7: Plan and provide professional learning experiences for a department, school, or professional conference.

Learning Resources

A Workbook for Districts, States, and Schools

Developing Professional Learning for Teachers

Why Professional Development Matters

Discussion Prompt

Districts spend significant resources on providing professional learning to teachers. Most urban districts spend between $6,000 and $8,000 per teacher each year on professional learning and suggest that these costs are often underestimated. In the 2007/08 school year, Philadelphia School District spent almost $162 million on professional learning, which included training for teachers as well as release time for teachers and coaches. Yet district leaders often have little information about whether professional learning activities are having the intended impact on teacher practice and student learning. Resources are limited, and information is needed to guide decision makers to use these resources most effectively. Evaluating professional learning can help decision makers determine whether the results warrant further investment to continue or expand the professional learning activities, or whether it is time to discontinue efforts and try a new approach. Evaluation also provides important insight about the strengths and challenges of professional learning and how current efforts can be improved.

What is your school and district doing to evaluate and analyze the Professional Development activities in which you are involved. What are your thoughts regarding the academic returns of greater student achievement on your school and district's annual investment in teacher professional development?

Competency Demonstrated

Respond in no more than a 3 minute video recording tool, or any tool to create a no more than a one page digital poster, podcast, interactive images, or any type of engaging presentation identifying how you have demonstrated competency in planning and providing professional learning experiences for a department, school, or professional conference.

Other options…

- Screencast-o-matic
- Screencastify for Chrome,
- Loom or some other video tool.
- Canvas Media Recorder - look for the 'Play' icon above when you are writing your response.
- Screen-casting tool to record your thoughts while walking through a slide deck
  - Google Slides,
  - PowerPoint,
  - Prezi Video, etc.),
- Adobe Spark Video,
- Tellagami,
- Puppet Pals,
- PowToon,
- Digital Poster
- Podcast
- Short Video
- Interactive Image
- Screencast
- Engaging Presentation
- Or any other new technology or implementation of a current technology not listed here (extra credit offered)

Statements Required in Course Syllabi

Per SUU Policy 6.36

COVID Website: https://www.suu.edu/coronavirus/

Thriving Thunderbirds: If you find yourself struggling with mental health issues, please visit **https://www.suu.edu/mentalhealth** for resources.

Important syllabus statements related to ATTENDANCE and current COVID-19 conditions

What should I expect in the classroom this semester?

The following are general guidelines for the classroom environment.

- **Class Attendance is Required:** If you are registered for a Face-to-Face, Synchronous Remote, or Hybrid course, attendance is required. If you are ill, you may request a faculty member record the class and share it with you, or you may request other reasonable accommodations. Your instructor will work with you to develop a plan for completing coursework. *In order for you to receive academic accommodations and ensure that your request is communicated to faculty, you must* submit this *self report form*.
- **Course delivery modalities are posted online for each course, but may be modified in response to emerging COVID conditions**: SUU is employing every effort to maintain a learning environment that is engaging and safe. The course modality listed when you registered for courses should remain for the semester; however, due to COVID conditions, the delivery of modality for a specific course may change during the semester. Normally, these changes will be short term or in some cases longer. When such a modification is needed, faculty members will work with their department chair and/or dean and the students to maintain an effective learning environment.

(optional) **ZOOM ETIQUETTE:** If your instructor utilizes the Zoom online conference system, you will need to have a way to communicate (a webcam, a microphone, a smartphone/landline, or using chat within the Zoom app). We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, please:

- Join the course in a quiet, distraction free location;
- Be aware of your background if you have video enabled;
- Mute your microphone or phone unless you are speaking;
- Close browser tabs and software not required for participating in class; and
- Remember that SUU classes are in the Mountain Time zone.

The success of this class will depend on the same commitment to learning we all typically bring to the physical classroom.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent (see SUU Policy 6.33). You are expected to have read and understood the current SUU student conduct code (SUU Policy 11.2) regarding student responsibilities and rights, the intellectual property policy (SUU Policy 5.52), information about procedures, and what constitutes acceptable behavior.

Please Note: The use of websites or services that sell or generate essays is a violation of these policies; likewise, the use of websites or services that provide answers to assignments, quizzes, or tests is also a violation of these policies.

ADA STATEMENT: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Disability Resource Center, located in Room 206F of the Sharwan Smith Center or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services.
If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

EMERGENCY MANAGEMENT STATEMENT: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at http://www.suu.edu/emergency.

HEOA COMPLIANCE STATEMENT: For a full set of Higher Education Opportunity Act (HEOA) compliance statements, please visit https://www.suu.edu/heoa. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law; additional information can be found at https://my.suu.edu/help/article/1096/heoa-compliance-plan. You are also expected to comply with policies regarding intellectual property (SUU Policy 5.52) and copyright (SUU Policy 5.54).

DISCLAIMER STATEMENT: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

(optional) **SUUSA STATEMENT:** As a student at SUU, you have representation from the SUU Student Association (SUUSA) which advocates for student interests and helps work as a liaison between the students and the university administration. You can submit T-Bird Squawks feedback by going to https://www.suu.edu/suusa/voice. Likewise, you can learn more about SUUSA's Executive Council at https://www.suu.edu/suusa/executive-council and about all of SUUSA's Student Senators at https://www.suu.edu/suusa/senate. If you have any specific concerns regarding any of your courses, please contact the SUUSA *VP of Academics* at: suusa_academicsvp@suu.edu.

(optional) **Thriving Thunderbirds:** If you find yourself struggling with mental health issues, please visit https://www.suu.edu/mentalhealth for access to valuable resources.

Mental health is essential for your academic success. SUU provides resources, support, and services to address mental health issues at every level of concern. We are committed to helping all Thunderbirds Thrive.

If you need assistance navigating any of the resources, please contact Counseling and Psychological Services, the Dean of Students' Office, or the Health and Wellness Center.