EDTE J 710
Developing as a Professional Educator

I. Descriptive Information
Course Number & Title: EDTE J 710 – Developing as a Professional Educator

Bulletin Description: Concepts and strategies to assist teachers in developing as effective and successful educators in pre-K through 12 schools.

Course Credit: Three (3) graduate credit hours
Prerequisites: reliable Internet service
Intended Audience: In-service teachers, induction teachers and mentor teachers
Instructor: Jan A. Yow, Ph.D.
Contact Information: Phone: (803) 777-2472 Fax (803) 777-3193
Wardlaw 224 / College of Education/ University of South Carolina/Columbia, SC 29208
E-mail jyow@sc.edu
Office Hours: Wednesdays, 2-4pm Thursdays, 1-4pm;
Class Meeting Times: Thursdays, 4:00-5:50pm; 2 Saturdays
Blackboard (BB, BiMonthly): 120 minutes (Online discussion/postings)

II. Statement of Learning Outcomes
The goal of this course is to broaden and enhance the professional educator’s knowledge base and leadership skills in the teaching profession.
Objectives:

- To expose in-service teachers to current research and best practices and to provide research activities that help them reflect on teaching as complex profession with many facets.
- To guide professional teachers in their own professional development and awareness related to the needs of students and other professionals in the school.
- To help professional teachers understand the culture and climate of individual schools, to respond more effectively to parents and community concerns, to expand their consideration of the local (and global) environment and to define ways that each teacher might use his/her unique talents to contribute to the overall profession of teaching.

Students are expected to:
1. Systematically reflect on their own instruction with respect to current research on best practices
2. Explore organization strategies for meeting ADEPT requirements and other supervisory/coaching programs and models
3. Develop strategies for organizing assessment and grading procedures based on content and district standards
4. Understanding and exploring aspects of enhancing democratic ideals in classrooms
5. Examine exemplary texts and models to expand the repertoire of instructional strategies and management techniques
6. Develop strategies for collaboration and communities of practice within and beyond the school setting

7. Pursue opportunities for professional growth through membership, attendance and/or presentations at national, state, and local education organizations; and

8. Participate in or contribute to the development and mentoring of beginning teachers within their school contexts and beyond.

9. Work with teachers and administrators in their school with the goal of helping design a plan for an in-service program for the school or district.

III. Selected Textbooks & Readings:
Course Pack
Available on Blackboard course website

IV. Course Requirements (see pages 3-7)

V. Administrative Requirements
A. Class attendance and participation: Attendance is mandatory. In a course that meets once a week, it is possible you may miss one to two classes due to illness. If you miss three or more classes, your work will likely be impacted negatively as discussion and interaction are critical. Please let me know in advance of days missed. Each student is responsible for reading the material in advance of class and verbally participating in the discussions related to the readings and other assignments.

B. Email Communication: Use the email system (Messages under the Communication tool in Blackboard to send emails to the instructor). The instructor will also use this feature to send emails to you so be sure to check regularly. You may also use this tool to communicate with others. This feature allows us not only minimize the space used in our primary email accounts but also organize our course communications.

VI. Evaluation
1. Article Critique 15 pts
2. ISTE Classroom Observation Tool 15 pts
3. Issues Forum/Class Discussion/Blackboard Leader 10 pts
4. Blackboard Discussion Posting 20 pts
5. Article to be Submitted 40 pts

VII. Grading
Grades will be based on the following 100 point scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>88-91</td>
<td>B+</td>
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<tr>
<td>80-87</td>
<td>B</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>72-76</td>
<td>C</td>
</tr>
<tr>
<td>69-71</td>
<td>D+</td>
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<tr>
<td>65-68</td>
<td>D</td>
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<tr>
<td>&lt; 65</td>
<td>F</td>
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### VIII. Major Topics

(All meeting days are Thursday except for Saturday classes, September 14 & November 22)

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>August 20</td>
<td>Introduction &amp; Course Overview&lt;br&gt;Teaching &amp; Professionalism (NBPTS)</td>
<td>National Board for Professional Teaching Standards (NBPTS)&lt;br&gt;PERSONAL PROFILE&lt;br&gt;CLASSROOM CLIMATE SURVEY</td>
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<td>2</td>
<td>August 27</td>
<td>Teacher Leadership &amp; Making Change</td>
<td>Katzenmeyer &amp; Moller&lt;br&gt;Fullan</td>
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<td>3</td>
<td>Saturday, August 29</td>
<td>9-12 noon&lt;br&gt;On Campus Meeting: Making Change</td>
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<td>4</td>
<td>September 3</td>
<td>ADEPT &amp; Other Models (e.g. life cycle of teachers)</td>
<td>Office of School-University Partnerships and Clinical Experiences&lt;br&gt;College of Education; Huberman</td>
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<td></td>
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<td><strong>Online Week</strong> Blackboard Postings 1</td>
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<td>5</td>
<td>September 10</td>
<td>The Mentoring Process—Cognitive Coaching</td>
<td>Rogers &amp; Babinski&lt;br&gt;Costa &amp; Garmston&lt;br&gt;DUE: Article Critique</td>
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<td><strong>Online Week</strong> Blackboard Postings 2</td>
<td></td>
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<td>6</td>
<td>September 17</td>
<td>International Society for Technology in Education Standards</td>
<td>International Society for Technology Education</td>
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<td></td>
<td><strong>Online Week</strong> Blackboard Postings 3</td>
<td></td>
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<td>7</td>
<td>September 24</td>
<td>Democracy in the Classroom &amp; Alternative Classroom Management Approaches</td>
<td>Michelli &amp; Keiser&lt;br&gt;Meier</td>
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<td>8</td>
<td>October 1</td>
<td>Teaching for Social Justice: Educating all students</td>
<td>Nada, Gurin, &amp; Lopez&lt;br&gt;Berry&lt;br&gt;DUE: ISTE Classroom Observation Tool&lt;br&gt;CLASSROOM CLIMATE SURVEY</td>
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<td><strong>Online Week</strong> Blackboard Postings 4</td>
<td></td>
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<td>9</td>
<td>October 8</td>
<td>FALL BREAK – NO CLASS</td>
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<td>10</td>
<td>October 15</td>
<td>National Board for Professional Teaching Standards</td>
<td>Pershey&lt;br&gt;Review NBPTS reading</td>
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<tr>
<td>11</td>
<td>October 22</td>
<td>Professional Organizations &amp; Resources (preparing an article for publication)</td>
<td>Australian Mathematics Teachers</td>
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<td></td>
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<td><strong>Online Week</strong> Blackboard Postings 4</td>
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</table>
**Authentic Assessment**

National Research Council
Stronge

**Teaching as Reflective Practice**

Article of your choice

**Professional Organizations & Resources** (preparing a presentation for a local, state, or national conference)

Article of your choice

*Online Week*

Blackboard Postings 5

**Present presentations/article**

*Saturday, November 21*

On Campus Meeting: Present presentation/article

**NO CLASS—Thanksgiving Break**

**Synthesis & Wrap Up: Where do we go from here?**

DUE: Final article with proof of submission

**CLASSROOM CLIMATE SURVEY**

*Saturday, November 21*

**Modes of Instruction:** face-to-face discussions, online discussions, student presentations, lecture, small group discussions, guest speakers

**References (Course Pack)**


Academic Course Requirements & Assessments

All assignments will be submitted electronically via Blackboard before class the day they are due.

<table>
<thead>
<tr>
<th>#</th>
<th>Due Date</th>
<th>Assignment*</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 10</td>
<td>Article Critique You will choose an article of interest to read and prepare a written critique of its writing and content. This assignment will introduce you to research in your field as well as help prepare you for the final project (Article to be Submitted)</td>
<td>15</td>
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<td>2</td>
<td>October 1</td>
<td>ISTE Classroom Observation Tool You will complete this observation in a classroom of your choice. The tool can be found online at <a href="http://icot.craftyspace.com/">http://icot.craftyspace.com/</a></td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday 09/09</td>
<td>Issues Forum (5 points) We will discuss newsworthy issues and events in education. You may choose to contribute an item for discussion during the semester. These items will include a brief summary of the issue or event, a statement about its significance, and a question or point for the class to ponder. The issue will be sent to the instructor via the BB messages system by the Wednesday before our class meeting. The presenter will have time in class to discuss the issue with his/her classmates. AND/OR Class Discussion Leader (Facilitator)/ Participation (5 points) Each course participant will participate regularly in class discussions. The facilitator will also develop 5 questions to guide and extend our discussion of the reading for one class session. These questions will be sent via BB messages to the instructor by the Tuesday before our class meeting. The facilitator will lead the discussion in class. AND/OR Blackboard Discussion Prompts (5 points) We will have five online discussions throughout the semester. You will send at least two thought-provoking questions based on readings, lingering class discussions, a teacher leader topic, and/or another topic of interest approved by the instructor via BB message by the Friday after the class meeting prior to the week’s discussion.</td>
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<td>4</td>
<td>About Every Other Week</td>
<td>Blackboard Discussion Posting Five online discussion prompts will be posted. Each course participant will be placed in a smaller group for discussions and should respond to the prompt by Tuesday and reply thoughtfully to at least two other participant posts.</td>
<td>20</td>
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</table>
Article to be Submitted
You will write a manuscript to submit to a professional publication of your choice and you will actually submit the manuscript to that publication for consideration. The article topic can cover any area of your teaching that you wish. You will identify other articles from your field that will help you model your own article.
During the semester, a draft will be submitted for feedback from one peer classmate. You may choose to co-author the article with another classmate. This assignment will include a presentation of your article at the close of the semester.
*Keep the below standards in mind as you prepare each assignment*

<table>
<thead>
<tr>
<th>Essential Professional Tools for All Candidates in Advanced Programs</th>
<th>NBPTS Standards: Core Propositions (Advanced Programs for Continuing Preparation of Teachers)</th>
<th>Collaborative Educational Leader and Advocate</th>
<th>Assignment</th>
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<tr>
<td><strong>3. Communication Skills.</strong> Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards.</td>
<td>P: Communication (effectively through oral, written and non-verbal means, appropriate and current technologies, and other modes of expression appropriate to the discipline)</td>
<td>2,4,5</td>
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<td><strong>5. Skills in Identifying and Using Professional Resources.</strong> Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.</td>
<td>P: Communicating (includes using appropriate and current technologies appropriate to the discipline) P: Engaging in Inquiry</td>
<td>1,3,4</td>
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<td><strong>9. Leadership Skills.</strong> Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and profession.</td>
<td>P: Decision-Making (through which one leads educational progress)</td>
<td>3,4</td>
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| **5. Teachers are Members of Learning Communities.**  
a. Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff.  
b. Use community resources to the benefit of the students. | D: Stewardship  
K: Theory and Research  
P: Communicating, Facilitating Learning, Decision-Making, Advocating | 4,5 |