

EDUX 9972

Innovative Professional Learning

Positively impact student achievement with strategic, creative, and flexible planning.

Rationale:

“A program is not about the number of hours of formal learning, but about the nature of the learning itself. It may be informal or formal, but it must include application, analysis, reflection, coaching, refinement, and evaluation of effectiveness to produce results for educators and students.” -J. Killion *Assessing impact: Evaluating staff development*

Course Overview:

Earn graduate level semester credits as you engage in innovative, relevant, professional learning for the 2018-19 school year. This summer, spend extensive time improving your teaching, working on your professional growth, and planning your school curricula to meet district initiatives while earning 2, 3, 4, 5 or 6 graduate level semester credits!

Our flexible course structure includes individualized time commitments, support from an instructor, and collaborative face-to-face exit interviews. Throughout the course, participants will interact with Dominican University of California instructors, whose coaching provides guidance to guarantee the accountability that your school district requires.

High quality professional learning should be sustained, intensive, job embedded, collaborative, and data driven. Throughout EDUX 9972, educators will participate in this level of professional learning while developing a deep understanding of their subject. When teachers are engaged in learning opportunities designed to strengthen their own teaching; sustained change in teaching practice occurs. This course allows educators the time to devote to this type of teacher driven professional learning.

Objectives:

By the end of the course, the participant will:

- Develop a course-specific professional learning plan that aligns with district initiatives and maximizes student achievement.
- Engage in standards based curriculum planning.
- Analyze his/her practice and reflect on experiences.
- Demonstrate what was learned and how it will be implemented in his/her school role.

Course Relation to Standards

This course aligns with the standards for National Board for Professional Teaching:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Rubric: EDUX 9972

	Meets or Exceeds Standard (A)	Partially Meets Standards (B)	In Progress Does Not Meet Standards (INC)
Required Documents, Orientation, Communication	All (3 of 3) required course documents (Plan, Log, Summary) are typed and submitted at the exit interview. Completed Orientation and communicated with Instructor.	Most of the required course documents (2 of 3) are typed and submitted at the exit interview. The missing document is submitted electronically within 24 hours. Completed Orientation and communicated with Instructor.	Some required course documents (1 of 3) are submitted at the exit interview. Did not complete orientation and very little or no communication with instructor throughout the summer.
The Plan	The plan includes a detailed description of a specific, measurable course goal that is aligned with district standards or the individual's personal growth plan and suggested evidence that will be used to demonstrate the completion of the goal.	The plan includes a description of a course goal that is aligned with district standards or the individual's personal growth plan and the suggested evidence that will be used to demonstrate completion of the goal.	The plan includes a description of the course goal that is aligned with district standards or the individual's personal growth plan.
The Log	Log of hours shows consistent and thoroughly detailed dated entries that demonstrate comprehensive curriculum planning and graduate level work.	Log of hours shows consistent and adequately detailed dated entries that demonstrate comprehensive curriculum planning and graduate level work.	Log of hours shows limited dated entries that do not adequately demonstrate comprehensive curriculum planning and graduate level work.
The Summary	Summary is at least 2-3 pages in length, typed, thoroughly answers all guiding questions, and is free of grammatical and spelling errors.	Summary is at least 2-3 pages in length, typed, adequately answers all guiding questions, and has minimal grammatical or spelling errors	Summary is at least 2-3 pages in length, typed, partially answers all guiding questions, or contains multiple grammatical or spelling errors.
The Presentation	The presentation of coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course goal, reflective of the hours logged.	The presentation of coursework is organized, clearly articulated, and includes evidence to demonstrate completion of the course goal, reflective of the hours logged.	The presentation of coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course goal, and is not reflective of the hours logged.
The Evidence	The evidence includes multiple and varied artifacts to demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.	The evidence includes adequate artifacts to demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.	The limited evidence does not demonstrate completion of a course goal that is aligned to district standards or the individual's personal growth plan and represents graduate level work.
The Exit Interview	Engages in professional dialogue during the exit interview to demonstrate interest that deepens individual and/or collective understanding of the group.	Engages in professional dialogue during the exit interview to demonstrate interest.	Engages in limited professional dialogue during the exit interview to demonstrate interest.