



EDUO 9981 Reflect on Your Effectiveness During COVID - Engagement

1 Semester Credit/Unit
Instructor – Kathy Smith
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Course Syllabus

Course Overview

We do not learn from experience...we learn from reflecting on experience. John Dewey

Collaborative professional learning can be a primary lever for improved educator practice and increased student results. In a 3-part collaborative series, educators will increase their professional capacity to meet the 3 key needs of students during this pandemic: well-being, engagement, and feedback. During this course in the series, participants will engage in a collaborative discussion forum to reflect on the effectiveness of their instruction and resources to engage students during the pandemic. Using on-line video conferencing technology, the PLC will conclude by participating in a coaching conversation facilitated by the course instructor that will provide a perfect face-to-face platform for self-reflection, idea sharing, and a determination about the impact on their future professional practice.

Courses in the Series may be taken in any order. Students will need Zoom access.

Course Objectives:

This course will give student opportunity to:

- Engage in a professional learning community.
- Analyze, evaluate, and reflect on the effectiveness of key instructional strategies and resources
- Demonstrate what was learned through reflection during a culminating coaching conversation.
- Refine teaching practice based on the What? So What? Now What? protocol experience going forward during the pandemic.

Course Relation to CCS or other Professional Standards

- California's research-based [Quality Professional Learning Standards](#) (QPLS)
 - Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.
 - Increases educators' capacity to strengthen students' participation, engagement, connection, and sense of belonging.
- Quality professional learning is collaborative with an emphasis on shared accountability.

Course Assignments:

Part 1 - Engage in a Professional Learning Community

Educators continue to share the need to be part of a community when engaging in professional learning. Engage in discussion board posts with your cohort PLC. When a discussion prompt is posted, **compose** and post your response to the prompt and **respond** to your colleagues' responses in the given time frame.

Part 2 – Research the challenges and best practice strategies to leverage effective instruction during the pandemic.

Use instructor-provided topic-based resources to build your background knowledge. Complete each discussion prompt after reviewing each resource. Respond to your colleagues' responses in the given time frame.

Part 3 - Evaluation and Synthesis

Engage in the process of evaluation and reflection. When each discussion prompt is posted, **compose** and post your response to the prompt and **respond** to your colleagues' responses in the given time frame.

Part 4 - Culminating Video Conference

Participate in a video conference with your instructor and other course participants to publicly share your deepest reflections and evaluation of the strengths and challenges of teaching during the pandemic.

During the video conference, we will be engaging in the "What? So What? Now What? Guided Reflection Protocol (for shared reflection). To prepare for the conference, review the protocol and be prepared to answer the 3 guiding questions using the sub-questions provided to deepen your thinking and your responses. You will be guided to share your responses during the coaching conference as follows:

1. Each presenter shares their prepared account of **What? So What?** (15 minutes) while the other participants listen closely and take notes/write questions.
2. Colleagues ask clarifying questions, make comments, and offer feedback. (5 minutes)
3. Each participant processes the feedback while the next presenters share.
4. **Now What?** After all participants have shared their reflections, each participant in turn shares some possible next-step implications for their practice. (5 minutes)

Debrief the Guided Reflection Protocol process. The group talks about what just happened. How did this public reflection process work vs. the individual one? (5 minutes)

Course Assessment Rubric

	Meets or Exceeds Standard (A)	Partially Meets Standards (B)	In Progress Does Not Meet Standards (INC)
Professional Learning Community Participation/ Online Posts	<i>All posts thoroughly address required prompts. Responses meet the required length. Reply posts are thoughtful, informative, and thorough. All posts are reflective of graduate-level work and free of grammatical and spelling errors.</i>	<i>All posts are complete, but one did not thoroughly address required prompt. Responses meet the required length. Most reply posts are thoughtful, informative, and thorough. Most posts are reflective of graduate-level work and free of grammatical and spelling errors.</i>	<i>Posts are incomplete, and/or did not thoroughly address required prompts. Responses do not meet the required length. Reply posts are not thoughtful, informative, and thorough. Posts are not reflective of graduate-level work and contains grammatical and spelling errors.</i>
Guided Reflection Protocol	<i>Responses demonstrate synthesis-level thinking and writing is free of grammatical and spelling errors.</i>	<i>All parts are complete, but not thoroughly and thoughtfully answered. Responses fail to demonstrate synthesis-level thinking and writing contains minimal grammatical and spelling errors.</i>	<i>Guided Reflection Protocol is incomplete and/or fails to demonstrate synthesis-level thinking and writing contains grammatical and spelling errors.</i>
Culminating Reflective Coaching Conversation	<i>Engages in professional dialogue during the video conference that aligns with the "What? So What? Now What?" Protocol. Participation demonstrates interest that deepens individual and/or collective understanding of effective instruction.</i>	<i>Engages in professional dialogue during the video conference that may or may not align with the "What? So What? Now What?" Protocol. Participation may or may not demonstrates interest that deepens individual and/or collective understanding of effective instruction.</i>	<i>Does not engage in a video conference.</i>

Resources:

3 Keys to A Better 2020-21. Eckert, Jonathan. *Edutopia*. July 16, 2020.

<https://www.edutopia.org/article/3-keys-better-2020-21>

How to Improve Teacher and Student Well-being at the Same Time. Amaro, Marie.

<https://thehighlyeffectiveteacher.com/how-to-improve-student-and-teacher-wellbeing-at-the-same-time/>

How to Maslow Before Bloom, All Day Long. Berger, Tom. *Edutopia*. Sept. 23, 2020.

<https://www.edutopia.org/article/how-maslow-bloom-all-day-long>

Lessons Learned During the Pandemic. Farber, Katy. *Edutopia*. May 20, 2020.

<https://www.edutopia.org/article/lessons-learned-during-pandemic>

Pandemic Teaching, in their Words. Heim, Joe. *Washington Post*, Oct. 6, 2020.

<https://www.washingtonpost.com/education/2020/10/06/teacher-pandemic-essays/?arc404=true>

What? Now What? So What? Protocol.

- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>