



EDUX 9965

Teacher Empowered Learning

Rationale

Empowered teachers are equipped to meet the diverse needs of their students.... They deliver instruction that allows students to make connections between their learning and the real world, and are themselves always learning. In the classrooms empowered teachers, students are joyful readers and lifelong learners.

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Course Overview

Earn graduate level semester credits as you continue to deepen your knowledge and teaching practices to provide high quality, well designed learning opportunities. This course is designed to assist you in maximizing success for all students during the 2019-20 school year.

Our course structure supports your continued professional learning goals and offers individualized coaching from our dedicated professional development coordinators to assist you in meeting the accountability requirements of your district. You will meet and interact with your professional development coordinator and other educators in your area to share your new learning during an exit interview.

EDUX 9965, Teacher Empowered Learning, is designed for teachers who are motivated to achieve their professional learning goals through a self paced, supportive learning community. Research has shown that teachers who feel empowered are not only more satisfied in their profession, but an empowered teacher positively impacts student achievement. EDUX 9965 participants will be empowered to create their own goals and engage in new 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 teacher directed planning, based on self-selected goals.
- Demonstrate how new learning will be applied to instructional and/or classroom practice for the 2019-2020 school year.
- Engage in standards based curriculum planning.
- Analyze his/her practice and reflect on experiences.

Course Relation to Standards:

This course aligns with the five core propositions 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 9965

	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, printed, and submitted at the exit interview. Participant has Completed Orientation and communicated with coordinator.	Most of the required course documents (2 of 3) are typed, printed, and submitted at the exit interview. The missing document is submitted electronically within 24 hours. <u>Participant has</u> completed Orientation and communicated with coordinator.	Some required course documents (1 of 3) are submitted at the exit interview. Participant did not complete orientation and very little or no communication with coordinator 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 Guided Reflection	Guided Reflection is at least 2-3 pages in length, typed, thoroughly answers all guiding questions, and is free of grammatical and spelling errors.	Guided Reflection is at least 2-3 pages in length, typed, adequately answers all guiding questions, and has minimal grammatical or spelling errors	Guided Reflection 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.