EDUX 9966
Reflecting on Teacher Empowered Learning
1 Semester Credit/Unit
Course Syllabus

Course Overview

Apply learning from EDUX 9965, Teacher Empowered Learning, to plan and implement learning opportunities that are responsive to the needs of your students. You will engage in analysis and guided reflection of your teaching practices to impact planning, instruction, and monitoring of student success. An on-line collaborative conversation with your instructor and a cohort of teachers in the course provides a platform for dialogue and self-reflection.

Course Structure and Submitting Coursework

- This course is a follow up from EDUX 9965 and will allow you to implement and reflect upon the learning you engaged in during EDUX 9965
- This is a 6-8 week course where you will evaluate, reflect, and refine the strategies you are executing in your classroom or school role based on an objective from EDUX 9965
- This course includes interactions via online discussion board with professional learning community and course instructor
- There will be a culminating reflective coaching conversation via video conference with course participants and the instructor
- Participants need access to technology to participate in online discussion boards and video conference

Course Objectives

By the end of the course, the participant will:

➢ Engage in a professional learning community.
➢ Reflect on implementation of a learning objective and/or goal from EDUX 9965.
➢ Participate in the Guided Reflection Protocol process for individual and shared reflection.
➢ Demonstrate what was learned through a coaching conversation.
➢ Refine teaching practice based on Guided Reflection Protocol.
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 EDUX 9966 professional learning community. When a discussion prompt is posted, compose and post your response to the prompt and respond to at least one of your colleagues in the given time frame.

Part 2 - Importance of Reflection
Use the resources below to build your background knowledge in relation to the reflective process you will engage in during this course. Complete the second discussion prompt after reviewing the resources below. Respond to at least one of your colleagues in the given time frame.

- Experiential Learning and Kolb’s Reflective Cycle
- Reflection is at the Heart of Practice

Part 3 – Plan
Analyze your plan from EDUX 9965 and select one goal that you are currently implementing in your current school assignment. Complete the discussion post addressing the instructor provided guided prompt. Respond to at least one of your colleagues in the given time frame.

Part 4 – Implementation
Engage in a process to discuss successes and challenges of implementing your goal from Part 3. Assess the implications of implementation strengths as well as challenges encountered. Use the discussion prompt to guide your thinking. Respond to at least one of your colleagues in the given time frame.

Part 5 - Evaluation and Synthesis
Engage in the Guided Reflection Protocol (for individual reflection) to demonstrate the process of deep, thoughtful Guided Reflection using the article "The Heart of the Practice" in Part 2 as a resource. Your responses to each question should be at least 2 paragraphs. Upon completion, email a copy of the protocol sheet to your instructor at least 3 days prior to your culminating video conference.

Part 6 - Culminating Video Conference
 Participate in a video conference with your instructor and other course participants to publicly share your deepest reflections and evaluation of one implementation goal from EDUX 9965. 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 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)

5. 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)

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Rubric: EDUX 9966

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<tr>
<th>Professional Learning Community Participation/Online Posts</th>
<th>Meets or Exceeds Standard (A)</th>
<th>Partially Meets Standards (B)</th>
<th>In Progress Does Not Meet Standards (INC)</th>
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<tbody>
<tr>
<td>All posts (4 of 4) thoroughly address required prompts. Responses meet the required length.</td>
<td>All posts (4 of 4) 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.</td>
<td>Posts are incomplete, and/or did not thoroughly address required prompts. Responses do not meet the required length.</td>
<td>Posts are incomplete, and/or did not thoroughly address required prompts. Responses do not meet the required length.</td>
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| Guided Reflection Protocol | 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. | 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. | Guided Reflection Protocol is incomplete and/or fails to demonstrate synthesis-level thinking and writing contains minimal grammatical and spelling errors. |

| Culminating Reflective Coaching Conversation | | | Does not engage in a video conference. |