



EDUX 9983

Ignite Your Professional Teaching Practice

Rationale

“Imagine how different it could be. Imagine if we aimed for something different, something research implies will have a much more positive impact on what happens in our classrooms? Imagine if we decided to take ownership of our own teacher improvement....Not only will it improve our practice, but it will do what those training days often fail to do: motivate and sustain our enthusiasm for teaching.”

Jamie Thon - Teacher of English and author of A Quiet Education

Course Overview

Earn graduate-level semester credits as you advance your teaching and learning skills in order to maximize student achievement and promote success for all students during the 2020-21 school year. This course is designed to allow you to create your own professional development pathway to ignite your practice as an educator.

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 9983, Ignite Your Professional Teaching Practice, is designed for teachers who are motivated to achieve their professional learning goals through a self-paced, supportive learning community. As experts have stated, “If you don’t have a strong supply of well-prepared teachers, nothing else in education can work” (Linda Darling-Hammond, Professor Emerita, Stanford University). This course will ignite teachers to begin the school year feeling more prepared and energized in their professional practice. Prepared teachers are more confident and more ready to advance their students’ achievement.

Objectives

By the end of the course, the participant will:

- Develop a professional learning plan that includes a statement of purpose that reflects new learning aligned with district initiatives that maximizes student achievement.
- Engage in teacher directed learning and planning that demonstrates advancing professional practice.
- Provide evidence of how new learning is aligned to instructional and/or professional standards and will be implemented for the 2020-2021 school year.
- 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 9983

	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, Reflection) 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. Participant has 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 Professional Learning Plan	The Plan is submitted on time; includes a description of a course goal(s) that is aligned with district initiatives or professional growth plan, and/or maximizes student achievement; and evidence that will be used to demonstrate the completion of the Plan activities.	The Plan includes a description of a course goal that is aligned with district initiatives or professional growth plan and/or maximizes student achievement; and evidence that will be used to demonstrate completion of Plan activities.	The Plan includes a limited description of a course goal and evidence.
The Log of Hours	Log of hours shows consistent and thoroughly detailed dated entries that demonstrate comprehensive curriculum planning and graduate-level work.	Log of hours shows 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 typed, includes thoughtful and thorough responses to all 3 sections and is free of grammar and spelling errors.	Guided Reflection is typed, includes minimal response to all 3 sections and has minimal grammar or spelling errors	Guided Reflection is partially complete and contains multiple grammar or spelling errors.
Exit Interview -Sharing	The sharing of evidence is highly organized, clearly articulated, and includes detailed examples to demonstrate completion of the course goal(s), reflective of the hours logged.	The sharing of evidence is organized, articulated, and includes examples to demonstrate completion of the course goal(s), reflective of the hours logged.	The sharing of evidence is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course goal(s), and is not reflective of the hours logged.
Exit Interview -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.
Exit Interview -Participation	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.