

## Syllabus

**Rationale:** *"When we imagine what we want for our students, we envision classrooms that honor the differences between learners and empower each to drive their own learning. If we know those learning environments are best for our students, we should do everything we can to create the same experiences for their teachers."*

*Now more than ever, it's essential that PD meets every educator's needs, so that every educator is ready in turn to respond to the needs of their students. Give educators choice, time, and actionable goals, and they'll be prepared to flourish."*

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***"Teachers Need More Relevant PD Options," Edutopia, August 2021***  
***- Kareem Farah and Robert Barnett***

## Course Overview

EDUX 9902 takes a learner-centric approach to amplify your impact as an educator. Reflect on your current professional practice, create professional learning goals to drive your coursework and impact student achievement for the 2024-2025 school year. Earn graduate level credits as you engage in professional growth opportunities aligned to your professional learning plan for the course.

EDUX 9902 provides choice, accountability, and on-going support from expert course instructors. Collaborate and engage with colleagues and educators across the nation through online new learning experiences that deepen your professional practice. Demonstrate completion of your goals by sharing evidence during an end of course exit interview.

## Objectives

By the end of the course, the participant will:

- Reflect on your professional practice to create professional learning goals to drive your coursework.
- Develop a professional learning plan that outlines the work you will engage in to meet your professional learning goals.
- Demonstrate advanced professional practice through accountable, learner-centric coursework.
- Document evidence of how new learning aligned to instructional and/or professional standards will be implemented during the 2024-2025 school year.
- Participate in a collaborative discussion with educators to analyze and reflect on new learning.
- Engage in optional instructor-led opportunities to learn and collaborate with educators across the country.

## 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.

*This course follows the policies of the University regarding Academic Honesty, please review the [guidelines](#).*

	<b>Meets or Exceeds Standard (A)</b>	<b>Partially Meets Standards (B)</b>	<b>In Progress Does Not Meet Standards (INC)</b>
<b>The Professional Learning Plan</b>	The Plan is submitted on time; includes <b>(1)</b> detailed course goal(s) aligned with district initiatives or a professional growth plan or maximizes student achievement); <b>(2)</b> a list of professional learning activities that support course goal(s); and <b>(3)</b> a list of the evidence to be presented that will demonstrate completion of the listed activities in support of course goal(s).	The Plan is not submitted on time; includes an adequate description of a course goal(s) that is aligned with district initiatives or professional growth plan and/or maximizes student achievement; and includes evidence that will demonstrate completion of the Plan activities in support of course goal(s).	The Plan is not submitted on time and/or does not include sufficient description of goal(s), activities or evidence.
<b>Required Documents, Orientation, Communication</b>	All (3 of 3) required course documents (Plan, Log, Reflection) are typed and submitted as required by the coordinator. Participant has completed Orientation and communicated with the coordinator.	Most of the required course documents (2 of 3) are typed and submitted as required by the coordinator. The missing document is submitted electronically within 24 hours. Participant has completed Orientation and communicated with the coordinator.	Some required course documents (1 of 3) are submitted as required by the coordinator. Participant did not complete orientation and engaged in very little to no communication with the coordinator throughout the summer.
<b>The Log of Hours</b>	Log of hours shows consistent and thoroughly detailed dated entries that demonstrate comprehensive graduate-level work. Log of hours includes the completed summary chart of total hours by category.	Log of hours shows adequately detailed dated entries that demonstrate comprehensive graduate-level work. Log of hours includes an incomplete summary chart of total hours by category.	Log of hours shows limited dated entries that do not adequately demonstrate comprehensive graduate-level work.
<b>The Guided Reflection</b>	Guided Reflection is typed, includes thoughtful and thorough responses to all questions, has all sections completed, and is free of grammar and spelling errors.	Guided Reflection is typed, includes minimal responses to all sections and has minimal grammar or spelling errors	Guided Reflection is partially complete and contains multiple grammar or spelling errors.
<b>Exit Interview Sharing</b>	The sharing of evidence is highly organized, clearly articulated, and includes detailed examples to demonstrate completion of the course activities, reflective of the hours logged, in support of course goal(s).	The sharing of evidence is organized, articulated, and includes examples to demonstrate completion of the course activities, reflective of the hours logged, in support of course goal(s).	The sharing of evidence is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course activities and is not reflective of the hours logged.
<b>Exit Interview Evidence</b>	The evidence includes multiple and varied artifacts to demonstrate completion of course activities in support of course goal(s) and represents graduate-level work.	The evidence includes adequate artifacts to demonstrate completion of course activities in support of course goal(s) and represents graduate-level work.	The limited evidence does not demonstrate completion of course activities in support of course goal(s) and/or does not represent graduate-level work.
<b>Exit Interview Participation</b>	Engages in professional dialogue during the exit interview to demonstrate interest that deepens	Engages in professional dialogue during the exit interview to demonstrate interest.	Engages in limited professional dialogue during the exit interview to demonstrate interest.

	individual and/or collective understanding of the group.		
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**Rubric: EDUX 9902**