

**Course Title: EDUL – Professional Development**

**Course  
Prefix:  
EDUL**

**Course  
No.:  
7523**

**Section  
No.:**

**Department of**

Educational  
Leadership and  
Counseling

**College of**

Education

**Instructor Name:** *Dr. Patricia Hoffman Miller*

**Office Location:** *DELCO- 302E*

**Office Phone:** *936-261-3600*

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**U.S. Postal Service Address:** Prairie View A&M University  
P.O. Box 519  
Mail Stop MS 2400  
Prairie View, TX 77446

**Office Hours:** Tuesday 3:00 Pm-5:00 pm  
Thursday 3:00 Pm-5:00 pm

**Virtual Office Hours:** Monday- Friday: 3:00 – 5:00

**Course** *Hybrid-Moodle*

**Location:** Delco – 240 or 242

**Class Meeting Days &  
Times:** Friday: 5:30 – 7:50

**Catalog Description:** EDUL 7523 – professional development (3-0) Credit 3 semester hours. Explores the knowledge base, standards, and theory base of professional development; activities that allow candidates to design a comprehensive professional development program in P-12 schools.

<b>Prerequisites:</b>	Admission to Graduate Program; admission to Doctoral Program
<b>Co-requisites:</b>	All candidates are required to have email accounts and internet access for this course. Candidates that do not have internet access will NOT be allowed to participate in this course
<b>Required Text:</b>	<p><b>Vygotsky and Education: instructional implications and applications of sociohistorical psychology</b>  Author: Moll, Luis C.  Publisher: Cambridge University Press  Copyright: 1992  ISBN-13: 9780521385794 or ISBN 0521385792</p> <p><b>Good to Great</b>  Author: Collins, Jim  Publisher: Harper Business  Copyright: 2001  ISBN0-06-662099-6</p>

**Access to Learning Resources:**

PVAMU Library:  
phone: (936) 261-1500;  
web: <http://www.tamu.edu/pvamu/library/>  
University Bookstore:  
phone: (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Moodle - E-Courses: *E-Courses***

**Course Outcomes/Objectives**  
**At the end of this course, the student will**

The purpose of this course is to examine and assist doctoral candidates in the development of skills required to expand upon their knowledge and understanding of the development of a district-wide or school-wide program. The variety of options available to P-12 institutions insofar as professional development is concerned reflects an amorphous collection of ideas, practices and anticipated outcomes. It is critical to understand that despite the potential options available to districts and schools,

professional development is an extension of school and district learning that directly impacts the success of all candidates.

To this end, the goals and instructional objectives of this course are:

- To provide candidates with an advanced understanding of the content and nature of professional development activity;
- To develop a rich, conceptual framework for recognizing the importance of professional development, particularly as it impacts school and district learning;
- To familiarize candidates with the continuum of teacher professional growth and how said growth impacts the need for various typologies in implementing professional development.
- To explore the contextual factors that shape professional development;
- To develop and expand upon the prerequisites of leading change in an environment of disequilibrium;
- Assist in the development of advanced skills in critical reading, analytical writing and thoughtful, collegial discussions;

### **Course Content:**

- ☐ **Critical Reading:** The readings contained in this course include a variety of articles, chapters and our book. There are a wide variety of constructs included in your reading material from educational scholars and practicing teachers and administrators. I encourage you to read interactively as you consider and reconsider the reading material. Be prepared during each class with a set of questions, comments and issues that you identify as you read.

Focus on the following questions as you engage in your reading:

*What is the author trying to say?*

*How has the author constructed the text?*

*What is the author's purpose?*

*How do your own values and experiences shape your response to the reading?*

*How do the author's arguments fit within various communities of discourse?*

- ☐ **Analytical Writing:** Candidates are required to engage in scholarly writing, with support from your professors. Please remember, analytical writing is a skill that is essential for anyone meeting the requirements of doctoral study (courses, comprehensive examination and dissertation). It is understood that each candidate brings a range of writing strengths. During the course of this semester, it is my objective to facilitate your growth as a scholarly researcher and writer.

- ☐ Critical Application/Situated Learning: Candidates will be required to develop a school based professional development program consistent with the application of theory and raw data.

Note: If you have difficulty obtaining any of the needed resources/learning tools, please e-mail me as soon as possible so that I may assist you.

**Course Schedule:** (Adjustments to Occur as Needed)

<b>Date</b>	<b>Reading Assignment</b>	<b>Topical Content</b>	<b>Assignments</b>
9/2/2011	None	Introduction to professional development	Our "Stories"
9/9/2011	None	Lecture – What is professional development? What are the major components? <input type="checkbox"/> Twelve Qualities of Powerful Professional Learning <input type="checkbox"/> Contextual Factors of Professional Learning	<u>Seminar participation and discussion</u>
9/16/2011	Guskey, Garret, et al; Little, J.W.; Borko, Hilda; Wilson, et al. (All articles are available on e-courses.)	<input type="checkbox"/> Standards for professional learning <input type="checkbox"/> Identifying the <b>context, process and content</b> of professional learning	<ul style="list-style-type: none"> <li>• Focus on the Standards; National Staff Development Council (Learning Forward) available on e-courses.</li> <li>• NSDC's Standards for Staff Development (Learning Forward)</li> </ul>

			available on e-courses
9/23/2011	Vygotsky, Part One, Chapters 1-4	Application of Dewey and Vygotsky in professional learning	<p>Critical Reflection Paper: For purposes of this class, a critical reflection paper is a statement of the major concepts and ideas developed in the assigned readings. It is <u>not</u> a summary of each reading. Instead it must integrate and synthesize knowledge acquired from a set of assigned readings for the purpose of extending the body of literature. For example, what does the set of readings tell you; what is our understanding of professional learning, professional development and constructivist theories; how are these principles further developed? Six to eight pages total with the appropriate APA format including citations. <b>MUST BE SUBMITTED VIA TURNITIN.</b></p>
9/30/2011	Vygotsky: Chapters 4-8	The <b>Process</b> of	Moodle – E-Courses:

		Professional Development	Discussion questions (see attached/enclosed rubric)
10/7/2011	Vygotsky: Chapters 9-13	The <b>Content</b> of Professional Development	Moodle – E-Courses: Discussion questions (see attached/enclosed rubric)
10/14/2011	Vygotsky: Chapters 14-17	<input type="checkbox"/> The Iowa Model of Professional Learning or Development <input type="checkbox"/> The Miller Model of Professional Learning	Moodle – E-Courses: Identification of Individual School Sites; Research Paper – Analysis of District Professional Development Programs; 20 pages APA format – submit via <b>TURNITIN</b>
10/21/2011	Little,; Paine et al;	Assessment of Professional Learning - P-20 <input type="checkbox"/> SACS <input type="checkbox"/> NCATE <input type="checkbox"/> Accreditation <input type="checkbox"/> NCLB <input type="checkbox"/> Continuous Improvement Model	Moodle – E-Courses: Discussion Questions; Professional Development Format
10/28/2011	Cobb, et al; Lave; Feiman-Nemser		Moodle – E-Courses: Discussion Questions; Submission of Professional Development Plan (Draft)
11/4/2011	Galluci; Gauvain; Fernandez		Presentations: Professional Development Plan Draft
11/11/2011	Wilson & Berne; Gallagher; Hew et al	Selected Readings	Presentations: Professional Development Plans
11/18/2011			Moodle – E-Courses:

			– National Staff Development Council (Learning Forward)
11/25	Thanksgiving – No Classes		
12/2/2011			Course Evaluation-Meeting

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Grading Matrix

Instrument	Value (points or percentages)	Total
Reflective Paper	50 Points	50
Moodle – E-Courses Discussion(s) and Assignments	100 Points	100
Presentations	50 Points Each	100
Professional Development Plan	100 Points	150
Research Paper	50 Points	100
<b>Total:</b>		<b>500</b>

### Course Procedures

#### Submission of Assignments:

Assignments may be submitted via Moodle, PV Email, or hand delivered with the exception of Research and Reflective Papers! Research and Reflective Papers **MUST** be submitted via **TURNITIN** on Moodle. All designated assignments must be uploaded to Outcomes

#### Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

#### Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except

under documented emergencies (See Student Handbook).

### **Professional Organizations and Journals**

Harvard Education Review

Journal of Staff Development

Journal of Educational Concepts

Journal of Educational Research

TEPSA Journal, Texas Elementary Principals and Supervisors Association

Journal of the American Psychological Association

Teacher's College Record

Educational Researcher

Journal of Teacher Education

Citation Style: Education Policy Analysis Archives

Digest of Educational Statistics

American Psychological Association

### **Legal and Other Resources:**

Catalaw, Findlaw; OSEP (IDEA enforcement);

Findlaw

The Survey Research Center – Princeton University (Links to survey research centers)

The Writing lab – Purdue University (Assistance in becoming a better writer)

### **Discussion Requirement:**

We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor. ***Please do not submit attachments in the discussion zone of Moodle.***

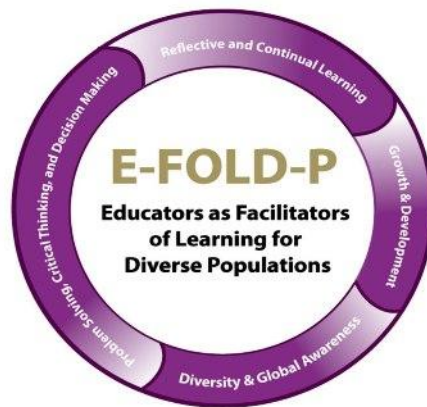
It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

***A rubric for discussion postings is attached.***



### **E-FOLD-P (Conceptual Framework)** **(Educator As Facilitator For Diverse Populations)**

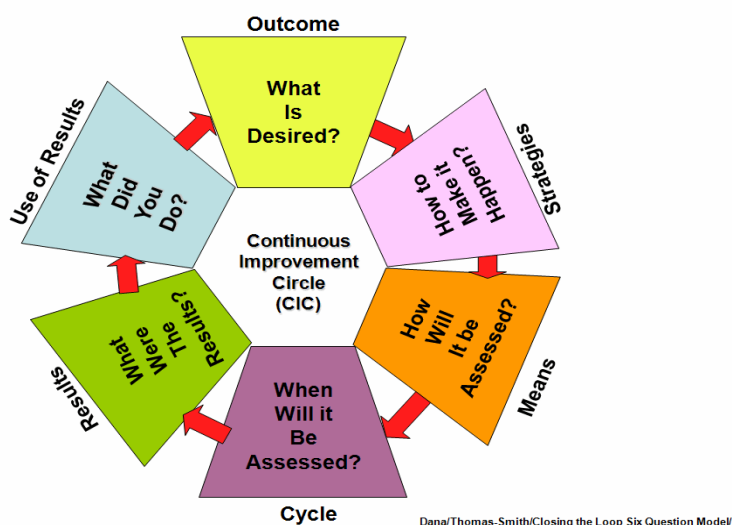
- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



## Closing the Loop

The Whitlowe R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their candidates know, knowledge as to whether or not candidates are capable of facilitating academic understanding through transference and definitively proving that candidates possess the outcomes expressed by the course.

Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University



## University Rules and Procedures

### Disability Statement (See Student Handbook):

Candidates with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Candidates with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Candidates who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and candidates to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other candidates to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Candidates under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of candidates and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to candidates rests with the faculty. However, in those instances where candidates believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **Technical Considerations for Online and Web-Assist Courses**

### **Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer v/ 5.0/plugin-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Candidates are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Candidates should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

### **Communication Expectations and Standards:**

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

### **Submission of Assignments:**

Assignments, Papers, Exercises, and Projects will distributed and submitted through **Moodle**. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**Discussion Requirement:**

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

### **NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Office: PVAMU Office of Student Affairs & Institutional Relations

<b>Texas Administrative Code</b>
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**TITLE 19****EDUCATION****PART 7****STATE BOARD FOR EDUCATOR CERTIFICATION****CHAPTER 247****EDUCATORS' CODE OF ETHICS****RULE §247.2****Code of Ethics and Standard Practices for Texas Educators**

- a) **Statement of Purpose.** The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) **Enforceable Standards.**

**(1) Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

## **(2) Ethical Conduct toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct toward Candidates.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) The nature, purpose, timing, and amount of the communication;
- (ii) The subject matter of the communication;
- (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
- iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;



(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Prairie View A&M University**  
**Whitlowe R. Green College of Education**  
**Department of Education Leadership and Counseling**

Please read, sign and date this form. Thank you in advance for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

I further understand that I am responsible for providing my TEA ID number and signing the TEA Acknowledgement of Ethics as a part of state mandated statute.

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Please print your name legibly.

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Signature

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Date

