

UNIVERSITY OF WISCONSIN-MADISON
Department of Educational Leadership & Policy Analysis

Professional Development and Organizational Learning, ELPA 848
Fall 2008 @ UW-Whitewater

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Course Description

This course is a graduate seminar in which you will examine the nature of professional learning opportunities in education and their contributions to successful practice, organizational renewal, educational reform, and student learning. The role of educational leaders in professional development is also examined. Central issues and topics in the course include:

1. The nature and construction of professional knowledge
2. The design and delivery of professional development
3. Organizational and social contexts influencing professional development
4. The assessment of individual and collective learning needs for professional development
5. Evaluation of the impact of professional development programs on educators' work, organizational structures, institutional goals, and student learning
6. The leader's role in professional development
7. Emerging issues in professional development and educational reform

Course Readings

Required text: Bredeson, P. V. (2003). *Designs for learning: A new architecture for professional development in schools*. Thousand Oaks, CA: Corwin Press, Inc.

Additional readings will be assigned weekly and are accessible through Learn@UW. You will need a UW-Madison Net ID and password. Info and instructions are here --
<http://kb.wisc.edu/helpdesk/page.php?id=4966>

Access Learn@UW by going to the UW-Madison home page, <http://www.wisc.edu/> and clicking on Learn@UW on the right side by "My UW Madison." Once you sign in, our course should be listed under 2008 – Fall.

Course Expectations

1. Class participation & facilitation

Attendance and active participation in class are very important and will be part of your grade. To the greatest extent possible, please participate in all class activities, complete all assigned readings and be prepared to critically discuss them in class. Class time will be an opportunity to build a learning community focused on the goals and topics of this course. Each student, with one colleague, will facilitate one or two class sessions involving discussion of the readings. Because of the nature of class activities, there are no appropriate ways for you to make up work that was missed due to an absence.

2. Literature Review & Position Paper

In this assignment, please respond to this essential question: *What are the critical components of effective professional development?* In the paper, you should (1.) critically analyze relevant literature on professional development, and (2.) articulate and justify your model or framework for effective professional development. Include at least 10 research articles, at least four must be sources other than class readings. If you wish, you may choose a particular focus area or grade level, e.g., effective professional development for literacy, or secondary science. The text of your paper should be **about 2000 words, double-spaced**. Include references in APA format (See <http://owl.english.purdue.edu/owl/resource/560/01/> for an APA guide). You will work with one or two other students to review, give feedback, and revise your papers.

3. Professional Development Project

In this assignment, you will prepare a plan for professional development. You will need to identify a focus area and level (e.g., primary literacy, high school inclusion and teacher teaming, middle school integrated curriculum, authentic assessment in phy ed, instructional leadership for team leaders, etc, etc). Your project plan should include:

- Identification of focus area and level, and justification for professional development (what need or problem is this addressing and what data show this need or problem).
- Description of the professional development plan (goals, strategies, timeframes, resources, roles and responsibilities).
- An outline of how the professional development will be evaluated (formative and summative).
- An analysis of how your plan corresponds to your model or framework for effective professional development.

The project should be **no more than 10 double-spaced pages**, plus references and data summaries. Be focused, go for quality over quantity, and depth over breadth.

Evaluating Student Work:

Each student's final grade for the course will be based on the instructor's evaluation of the following:

- **Class participation & facilitation, 40%**
- **Literature Review & Position Paper, 30%**
- **Professional Development Project, 30%**

General criteria for evaluating student work are:

1. **Construction of Knowledge:** Students successfully interpret, analyze, evaluate, or synthesize information (3-point scale).
2. **Depth of Understanding:** Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication (4-point scale).
3. **Connection to Practice:** Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge (3-point scale).

Rubric for Discussion and Facilitation

| | Unsatisfactory | Satisfactory | Excellent |
|-----------------------------|---|--|---|
| Grounded in Readings | Activities/Discussion are not grounded in the readings. | Activities/Discussion are usually grounded in the readings but may lose focus at times. | Activities/Discussion are grounded in the readings. |
| Key Ideas | Key ideas are unclear, underdeveloped, or there are too many to grasp. | A few key ideas are developed. | A few key ideas are clear and well developed. |
| Engagement | Few students are intellectually engaged. | Most students are intellectually engaged. | All students are intellectually engaged. Opportunities for students to make connections, critique, and synthesize main points to the reading. |
| Building on Prior Knowledge | Activities/Discussion do not build on prior student knowledge, experiences or course content/context. | Activities/Discussion provide opportunity to build on prior knowledge and experiences and connects key ideas to previous course content. | Activities/Discussion build on prior knowledge and course goals/content, addresses possible misconceptions, which may stem from electronic reading reflections. |
| Implications for Leadership | Implications for leadership are unclear. | Implications for leadership are explored. | Insightful implications are explored. |

Common Mistakes to Avoid

- Trying to cover too much (“Less is more!”)
- Too much activity, not enough attention to readings
- Telling and summarizing for students what they read
- Thinking critique means only being negative
- Having to agree with viewpoints of authors as presented
- Having one student on facilitation team dominate the session
- Facilitators sitting back and watching group discussions rather than participating

ELPA Portfolio

If you are doing the Portfolio for your UW-Madison degree and certification, we recommend consideration of how you might incorporate assignments for this course into the portfolio. For more information about the ELPA Portfolio, please visit:

<http://www.education.wisc.edu/elpa/academics/degrees/certificationprogs.html>

Writing Center

Since its start as the Writing Laboratory in 1969, the Writing Center at Madison has helped literally tens of thousands of University of Wisconsin students, both undergraduate and graduate, learn more about writing and has helped them successfully complete course papers, theses, dissertations, and articles for publication—in a variety of academic disciplines. To provide this help, the writing center offers an extensive range of individual instruction, non-credit classes, curricular-based writing tutors (Undergraduate Writing Fellows), and instructional materials. For more information, visit the web site at <http://www.wisc.edu/writing>. You may also email them at writing@facstaff.wisc.edu. You have access to the Writing Center since you are an ELPA student.

Full Inclusion

We wish to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. We will try to maintain the confidentiality of the information that you share. Department chairpersons at UW-Whitewater can also assist students with disabilities.

Technology Assistance

Contact DoIt Help for general technology issues or problems: 608.264.4357 or helpdesk@wisc.edu. Basics of Learn@UW are here: <http://www.doit.wisc.edu/learnatw/>

Course Schedule

| <i>Class Session & Date</i> | <i>Text Readings & Assignments Due. Please note, additional readings and/or assignments may be distributed in class or electronically.</i> |
|---------------------------------|---|
| 1. Sept 3 | Introductions & sharing of backgrounds and interests Overview of the course, MyUW, Learn@UW Introductory exercise |
| 2. Sept 10 | Newmann, King, & Youngs 2000 |
| 3. Sept 17 | Bredeson, Chapter 1; Elmore 2002 DUE: Bring to class some data relevant to your PD project |
| 4. Sept 24 | Bredeson, Chapter 2; Spillane & Seashore Louis 2002 |
| 5. Oct 1 | Bredeson, Chapter 3 DUE: Preliminary focus area/level & justification for PD project |
| 6. Oct 8 | Bredeson, Chapter 4 |
| 7. Oct 15 | Bredeson, Chapter 5 |
| 8. Oct 22 | Bredeson, Chapter 6 DUE: Draft of Literature Review & Position Paper |
| 9. Oct 29 | Flexible class session: You may meet at class or make other arrangements. Get together with your peer reviewer to discuss your feedback. DUE: Peer review of Literature Review & Position Paper |
| 10. Nov 5 | Bredeson, Chapter 7 |
| | |

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|---------------------------------|--|
| 11. Nov 12 | Bredeson, Chapters 8 Presentations of Literature Review & Position Papers DUE: Literature Review & Position Paper (final draft) |
| 12. Nov 19 | Bredeson, Chapter 9 & 10 |
| 13. Nov 26 | |
| 14. Dec 3 | |
| 15. Dec 10 | Presentations of Professional Development Project DUE: Professional Development Project |