

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**LEAD 8620
Leading a Professional Learning Community
3 Semester Hours,**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Interstate School Leader Licensure Commission Standards

Standard 1: Vision and Mission

An educational leader promotes the academic success and personal well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of high quality schooling that is shared by all members of the school community.

Standard 2: Instructional Capacity

An educational leader promotes the academic success and personal well-being of every student by enhancing instructional capacity.

Standard 3: Instruction

An educational leader promotes the academic success and personal well-being of every student by promoting instruction that maximizes student learning.

Standard 4: Curriculum and Assessment

An educational leader promotes the academic success and personal well-being of every student by promoting robust and meaningful curricula and assessment programs.

Standard 5: Community of Care for Students

An educational leader promotes the academic success and personal well-being of every student by promoting the development of an inclusive school climate characterized by supportive relationships and a personalized culture of care.

Standard 6: Professional Culture for Teachers and Staff

An educational leader promotes the academic success and personal well-being of every student by promoting professionally normed communities for teachers and other professional staff.

Standard 7: Communities of Engagement for Families

An educational leader promotes the academic success and personal well-being of every student by promoting communities of engagement for families and other stakeholders in the school's community.

Standard 8: Operations and Management

An educational leader promotes the academic success and personal well-being of every student by ensuring effective and efficient management of the school or district to promote student social and academic learning.

Standard 9: Ethical Principles and Professional Norms

An educational leader promotes the academic success and personal well-being of every student by adhering to ethical principles and professional norms.

Standard 10: Equity and Cultural Responsiveness

An educational leader promotes the academic success and personal well-being of every student by ensuring the development of an equitable and culturally responsive school.

Standard 11: Continuous School Improvement

An educational leader promotes the academic success and personal well-being of every student by ensuring the development of a culture of continuous school improvement.

Course Description

Instruction and supervised practice leading to candidates' demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

Required Resources

A "Principal Leader" Membership in the National Staff Development Council (NSDC.org) with online access

Access to VSU BlazeNet

Access to a headset with a boom mike (They are cheap)

Additional Resources

Fullen, M., (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass, Ontario, Canada.

Readings as directed by the instructor

Selected Links to Governmental, Professional, and Academic Resources (Appendix A)

Course Objectives (CO)

Candidates will:

1. Research and develop a matrix to be used to compare and contrast the historical and contemporary theories of adult learning. (ISLLC 2,3,4,6,9)(O-CPL1.1, O-CPL1.2, O-CPL2.1, O-CPL2.2)
2. Use available technology to identify selected literature that addresses the core principles of the leader's role in adult learning and apply the findings from the literature to development of quality professional development. (ISLLC 2,3,4,9,10,11) (O-CPL2.1, O-CPL2.2, O-CPL3.1, O-CPL3.2, O-TL1.2, OTL2.1, O-TL2.2)
3. Explain the scope and nature of adult learning theory and apply these to the different models of adult learning. (ISLLC 1,2,3,4)(O-CPL1.2, O-CPL2.1, O-CPL2.2)
4. Discuss adult motivational learning theories, barriers to the application of adult learning theories, and implications for working with teachers. (ISLLC 1,2,6,9,10, 11) (O-CPL1.,O-CPL1.2, O-CPL2.1,OCPL2.2, O-CLP3.1, O-CPL3.2)
5. Describe the differences between adult learning and early learning and how these differences affect both teacher performance and student performance. (ISLLC 2,3,4.5,6,7,9,10,11)(O-CPL2.2, O-CLP3.1, O-CPL3.2)

6. Determine how leadership style and administrative practice could affect adult learning and professional development in one or more schools. (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O-CPL2.1,OCPL2.2, O-CLP3.1)
7. Plan and implement professional development strategies that accommodate and integrate cultural differences, individual characteristics, and an awareness of adult learning theory. (ISLLC 1,2,3,4,5,6,7,8,9,10,11)(O-CPL2.1,OCPL2.2, O-CLP3.1, O-CPL3.2, O-DL 2.1, O-DL2.2, O-DL3.1, O-DL3.2)
8. Using survey and other technology, critically assess how professional development is practiced (either positively or negatively) in one or more schools. (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O-CPL2.1, OCPL2.2, O-CLP3.1, O-CPL3.2, O-AL2.2, O-AL3.1, O-AL3.2, O-TL2.1, O-TL2.2, O-TL3.1)
9. Develop a process for integrating adult learning theory in human resource development functions of a school. (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O- CPL2, O-CPL3)
10. Design a professional development program for school staff using appropriate model(s) of adult learning practice with a focus on assuring diverse populations are properly served. (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O-CPL2, O-CPL3, O-DL3)
11. Create and implement a process to assure the school maintains a secure, emotionally healthy, and supportive learning climate for staff and students. (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O-CPL 3.1, O-CPL3.2, O-DL 3.1, O-EDL2.1, O-EDL2.2,, O-EDL3.1, O-EDL3.2)

Course Requirements

Candidates will construct and implement assignments designed to meet course objectives, and will present a collection of artifacts or products to the instructor.

Candidates will initiate and respond to discussion topics or assigned readings introduced by the instructor

Candidates will conduct and deliver research projects as assigned by the instructor

Candidates will upload appropriate Performance Base Activities into their LiveText electronic portfolio.

Coursework will be divided into modules as follows: (Modules are attached as Appendix B)

- Home Page Introduction, Course Information, Syllabus, Presentation, Library Services
- Module One Adult Learning Theory – The Learning Leader - Literature, Scope, Nature

- Module Two Contemporary Adult Learning Theory, Models, Motivation, Barriers
- Module Three The Learning Leader and Adult Learning, HRD, Administrative Practice
- Module Four Professional Development Models and the Learning Leader Learning
- Module Five Building Supportive Climates for Professional Development

Each module contains five activity components.

Candidates will work or collaborate online for instructor assigned activities, for individual or group practice or for electronic discussion of assigned topics, and presentation of selected deliverables.

Candidates will meet as needed with instructor for assistance with projects, assignments.

Candidates will use the electronic discussion board in Blazeview to communicate their evaluations, analyses, or syntheses of assigned readings with their colleagues

Candidates will electronically deliver to the instructor a variety of assignments, performance based activities or other products using the appropriate tools.

At the end of each module candidates will self-assess their work on assignments, projects and discussions

The instructor will publish selected student assignment submissions as examples or ideas for all candidates.

Specific Outcomes, Performance-based Activities, Assessments

Course modules are designed to provide opportunities for candidates to develop skills and strategies assigned by the instructor. Evidence of this will be seen as candidates complete each module and self evaluate their progress using rubrics at the end of each module. Modules will be opened to candidates sequentially during the semester

Create an Adult Learning Module

Candidates will develop a specific learning module that will lead to faculty development in a student centered learning environment. The learning module should include a listing of all resources used, appropriate support objectives, and use multiple forms of assessment. **(PBA)** (ISLLC 1,2,3,4,5,6,7,8,9,10,11) (O-AL 2.1, O-AL2.2, , O-AL3.1, O-AL3.2)

Plan a School Wide Program

Candidates will design a professional development program in an area assessed as a need for teaching staff using appropriate model(s) of adult learning practice. **(PBA)**

(ISLLC 1,2,3,4,5,6,7,8,9,10,11)(O-FL 2.1, O-FL2.2, O-FL 3.1, O-FL3.2, O-AL 2.1, O-AL2.2, O-AL3.1, O-AL3.2)

Enhancing Professional Development

Using adult learning theory candidates will determine and present ways in which school leaders could enhance professional development in one or more schools. **(PBA)** (ISLLC 1,2,3,4,5,6,7,8,9,10,11)(O-FL 2.1, O-FL2.2, O-FL 3.1, O-FL3.2)

Present Practice and Adult Learning

Candidates will observe in one or more schools or a school district and critically assess how (or if) adult learning theory or models are being practiced by personnel responsible for professional development, induction, and evaluation of faculty. **(PBA)** (ISLLC 1,2,3,4,5,6,7,8,9,10,11)(O-FL 2.1, O-FL2.2, O-FL3.1, O-FL3.2)

Up-loads of Reviews, Analyses, and Evaluations

Candidates will access all assigned sites and readings and complete all activities indicated by the instructor. At least one search engine will require a free download. Resources should be used as indicated in Appendix A of the syllabus.

Online Discussions, Critiques, and Analyses

Instructor and/or candidate initiated online discussions will be posted in each of the five modules. Candidates should read the instructor's question(s) or comments and post a personal response for each topic. Candidates should also respond to at least one other candidates' posting. Candidates may, of course respond to more. Postings should be thoughtful, insightful, and to the point. **POSTED CONTENTS ARE READ, BUT NOT GRADED BY THE INSTRUCTOR.**

Adult Learning Models and Human Resource Development

Candidates will plan an induction program for a new teacher using an appropriate model of adult learning. **(PBA)** (ISLLC 1,2,3,4,5,6,7,8,9,10,11)

Reflective Journals

Candidates should keep a journal reflecting on your learning experiences. The journal's focus should be on what new behaviors and attitudes their experience with their classmates and the course itself engenders. It may be developed as a WORD document, module by module or it may encompass the entire class. **The instructor will call for the journal in Module five.** It is for the instructor's use and will not be shared with others.

Self-Assessments and Completion of Rubrics.

Candidates will complete a self-assessment instrument and a "deliverables" or product rubric at the completion of each of the five modules.

Course Evaluation

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

Completion of all class activities during the semester
Individual reflective journals, (to be sent to the instructor at course end)
Contributions to the group discussion board
Preparation and submission of instructor assigned activities, readings, and projects.
Completion of candidate self-assessment rubrics for each module's activities
Completion and uploading of activities to LiveText as required.

Grading Scales

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

Attendance Policy

Interaction in an online learning community may be asynchronous (discussion, group postings, and email) or synchronous (chat). Because you are being prepared to accept professional responsibilities in leading learning communities, active and timely participation are critical to your success in this class and to your preparation as school leaders. All graduate candidates are expected to successfully complete all performances as outlined in the syllabus. If an inability to do so is anticipated, it should be discussed in advance with the instructor. In all cases, consider what would constitute professional behavior on your part.

Policy Statement on Plagiarism

The full text of this policy is available in the College of Education Dean's Office, EC room 227.

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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Selected Links to Professional, Governmental, and Academic Resources

Georgia Department of Education: <http://www.doe.k12.ga.us/>

Education Week Online: <http://www.edweek.org>

National Staff Development Council: <http://www.nsdcc.org/>

Regional Educational Laboratory Program (Gateway for all 10 regional labs): <http://ies.ed.gov/ncee/edlabs>

American Association of School Administrators (AASA): <http://www.aasa.org/about/>

National Association of Elementary School Principals (NAESP): <http://www.naesp.org/>

National Association of Secondary School Principals (NASSP): [National Association of Secondary School Principals - Home](#)

National Education Association (NEA): <http://www.nea.org/>

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

ERIC Clearinghouse on Educational Policy and Management: (CEPM)
<http://eric.uoregon.edu/>

National Center for Education Statistics (NCES): <http://nces.ed.gov/>

U.S. Department of Education (USDOE): <http://www.ed.gov/>

Association of School Business Officials International: <http://www.asbointl.org/>

Education Commission of the States: <http://www.ecs.org/>

The Education Trust: <http://www.edtrust.org/>

A GREAT link to many other education facility-related pages and professional organizations (with descriptions): <http://www.edfacilities.org/links/>

A excellent link for those anticipating taking the Praxis II in Educational Administration:
<http://www.ets.org/praxis/prxtest.html>

Southwest Educational Development Laboratory: A great link for timely educational information and research: <http://www.sedl.org/>

American Educational Research Association: <http://www.aera.net/>

Clearinghouse for School Reform: <http://www.csrrclearinghouse.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>