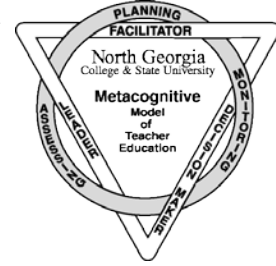


**NORTH GEORGIA COLLEGE & STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF TEACHER EDUCATION**



**Course Number:** MGMS 7300  
**Credit:** 3 Semester Hours  
**Course Title:** Building Professional Learning Communities  
**Semester:** Spring 2012

**Time & Location:**  
**Instructor:** Ms. Susan Thompson

Office Dunlap 216A  
Phone O: (706) 864-1866  
C: 404-218-0954

**Office Hours:**  
T/R 12:30 – 4:00

[sthompson@northgeorgia.edu](mailto:sthompson@northgeorgia.edu)

**Required Course Resources:**

Internet access

Payne, R. K., DeVol, P. E., & Smith, T. D. (2006) *Bridges out of poverty: Strategies for professionals and communities*. Aha! Process, Inc. Highlands, Texas

Friend, M., & Cook, L. (2009). *Interactions: Collaboration skills for school professionals*. Boston: Prentice Hall. (6<sup>th</sup> edition)

A variety of additional readings will be required throughout the course

**Prerequisite:** Admission to Teacher Education, Middle Grades Online M.Ed Program

**Course Description (see catalog)**

This course attempts to foster collaborative skills among teachers, and between teacher and student, community, parents and support professionals. Application to the graduate students' work-site will be emphasized.

**Purpose of Course**

As a leader in the educational community, the master teacher must work effectively with other professionals, supervise paraprofessionals, and assume a true **leadership** role in the school building and/or school district. Such a leader must also, by necessity, be a lifelong learner and be able to make professional presentations to contribute to the growth of other professionals.

For a teacher to be a master **facilitator** of learning or a **decision-maker** with other professionals and parents, the teacher must keep abreast of current research in the field. The teacher would then utilize the **metacognitive** process in collaborating, adjusting the collaboration, and evaluating the results in implementing selected research-based techniques.

At the conclusion of this course, the student will have knowledge and skills in collaboration, supervision, and leadership. The student will, as a lifelong learner, be able to work effectively with parents, co-teachers, pupils, administrators, counselors, and agencies. With this ability, grounded in wisdom of practice, the teacher will be better able to act as an effective **leader** in the educational community.

## Targeted Standards & Course Objectives

<b>National Middle School Association Standards</b>			
<p>Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.</p> <p>Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.</p>			
<b>Course Objectives</b>	<b>CF Roles</b>	<b>CF- Competencies</b>	<b>Standards NMSA</b>
<b>Knowledge</b>			
The middle level masters candidate demonstrates a comprehensive understanding and analyze of the major concepts, principles, theories, and research related to working collaboratively with all stakeholders.	<b>F, L</b>	Individual Differences Professional Leadership Research/Evaluation	<b>6.K1</b> <b>6.K5</b> <b>6.K7</b> <b>6.K8</b> <b>7.K1</b>
The middle level masters candidate seeks the knowledge necessary to practice research/data based decision making.	<b>F, D, L</b>	Individual Differences Planning & Decision Making Professional Leadership Research/Evaluation	<b>7.K2</b> <b>7.K9</b>
The middle level masters candidate demonstrates an in-depth knowledge of available support services to assist families facing challenges.	<b>F, L</b>	Individual Differences Professional Leadership Research/Evaluation	<b>6. K3</b> <b>6.K6</b> <b>7.K4</b>
<b>Performance</b>			
The middle level masters candidate engages in and initiates activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching and learning.	<b>D, L</b>	Research/Evaluation Professional Leadership Communication/ Interpersonal Skills	<b>6.P1</b> <b>6.P5</b> <b>6.P7</b>
The middle level masters candidate recognizes their influence on adolescents as well as other teachers. They model teaming/collaborative theories and processes, uphold high professional standards, model appropriate behaviors, and mentor perspective or practicing teachers.	<b>D, L</b>	Communication/ Interpersonal Skills Professional Leadership	<b>7.P1</b> <b>7.P2</b>

The middle level masters candidate understands the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators) and serve as advisors, advocates and mentors of young adolescents.	<b>D, L</b>	Communication/ Interpersonal Skills Professional Leadership	<b>6.P2</b> <b>7.P4</b> <b>7.P6</b>
<b>Dispositions</b>			
Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions.	<b>F, L</b>	Individual Differences Professional Leadership Ethical Perspectives	<b>6.D5</b>
Accept the responsibility of working with and informing family and community members about student welfare and learning.	<b>F, L</b>	Individual Differences Professional Leadership Ethical Perspectives	<b>6.D8</b>
Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).	<b>F, L</b>	Individual Differences Professional Leadership Ethical Perspectives	<b>7.D3</b>
Believe in maintaining high standards of ethical behavior and professional competence.	<b>L</b>	Individual Differences Professional Leadership Ethical Perspectives	<b>7.D4</b>

Course Objective	Projects	Instructional Strategies Used	Integration of Technology	Assessment Approach
3 4	<p><b>Agency Hotlist:</b>            Create a hotlist or links page of information about the various local, state, and national agencies that could provide your school or district with needed assistance. This hotlist should include the following things:</p> <ul style="list-style-type: none"> <li>At least 10 different agencies should be included</li> <li>A completed “Agency Template” for each agency.</li> <li>Each agency should include links to 3 supplemental research articles (<i>from Galileo databases</i>) that discuss the specific issues the agency addresses. For instance, if one of the agencies was DEFAX then you may want to include research articles that discuss the impact parental abuse has a child's learning outcomes.</li> <li>A bibliography page with all references to research articles in APA format.</li> </ul> <p>Powerpoint, a wiki, or Filamentality are three possible ways to present this assignment, but you may use other methods as long as you have discussed this with me prior to the submission deadline.            Points = 100</p>	Research	PowerPoint, Wiki, or Hotlist.	Project assessed via rubric.

<p>1 2</p>	<p><b>Parental Involvement Plan:</b>  1) Create a parental survey that focuses on the following two issues:      The current practices of schools that limit or hinder parental support/involvement in their child's education.      The strategies or approaches that could be used to open up the communications lines between the schools and parents and increase parental support/involvement in their child's education.  2) Distribute the survey to the parents.  3) Once the all surveys have been returned, create a table, chart, or graph that accurately depicts the results of the survey.  4) Write a brief 3-5 page summation of the findings that includes a "Parental Involvement Plan" that could be implemented to increase parental support/involvement in their child's education. <i>(copy of survey and table should be included in report, but doesn't count towards the 3-5 pages)</i>  5) Please make sure to include references to the following readings throughout your summation and plan: Gazda et al. Chapters 1-9 &amp; Payne Chapters 7-12  Total Points = 100</p>	<p>Research</p>	<p>Word Processing, "Survey Monkey" or other survey software, Microsoft Excel</p>	<p>Rubric</p>
----------------	---	-----------------	---	---------------

6	<p><b><i>Moral Dilemma Vignette:</i></b></p> <p>Candidates will write a dilemma (short-story or vignette with a moral quandary) with the goal of increasing the current level of knowledge and empathy among students.</p> <p>The dilemma should be age appropriate in terms of content, interest, and cognitive level for the students with whom you currently work.</p> <p>Then, create a lesson showing how you will use this dilemma with students. Detail your lesson and be sure to include the following information:</p> <ul style="list-style-type: none"> <li>Description of target classroom, students, grade level, and any other relevant information</li> <li>Goals and objectives, including state standards</li> <li>Grouping of students</li> <li>Materials and procedures</li> <li>Assessment: formal or informal</li> <li>Rationale for your choices</li> <li>School-based available resources</li> <li>Legal issues, i.e. reporting of abuse</li> </ul> <p>Please make sure to include a separate 1-2 page explanation of how the following readings, etc. informed your construction of the vignette: Gazda et al. Chapters 10-15, 20-21, internet sources, and discussion forums. This should be separate from the actual vignette you give the students.</p> <p>Points = 100</p>	Case study	<p>Word Processing</p> <p>Video, digital photos...</p>	Rubric
<b>Other</b>	All students will be judged throughout the course on expectations that include (but are not limited to); active engagement, professionalism, and the course specific dispositions.		Assessed through analysis of course expectations/assignments	

## Course Evaluation and Grading

The final grades will be determined by the following point system:

- Project 1: Agency Hotlist = 100**  
Project 2: Moral Dilemma Vignette = 100  
Project 3: Weekly Discussion Forum = 10 points each (130 total points)  
Project 4: Parental Involvement Plan = 100

**Total = 430**

## General Expectations

### Engagement & Professionalism:

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being withdrawn from the course and given a grade of "WF".

Students in this class are expected to communicate and exemplify the following dispositions in their coursework as well as their actions:

- Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions.
- Accept the responsibility of working with and informing family and community members about student welfare and learning.
- Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
- Believe in maintaining high standards of ethical behavior and professional competence.

### Academic Integrity Policy:

All students are expected to conduct themselves according to the integrity code, "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do."

### Accommodation for Students with Disabilities:

North Georgia College and State University (NGCSU) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at NGCSU are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

To receive disability accommodations, the student should contact the Coordinator of Disability Resources, Office of Academic Support Programs, Room 122 Barnes Hall. Approval of reasonable accommodations will be made on a case-by-case basis.

Class evaluations:

Class evaluations at NGCSU are now conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week. Specific instructions will be made available when the surveys are activated.

Electronic Monitoring:

Electronic monitoring may be used during this class to check assignments for authenticity.