

Education 749 (3 credits)
Strengthening Professional Practice

Fall 2023
Amber Garbe, Ed.D.

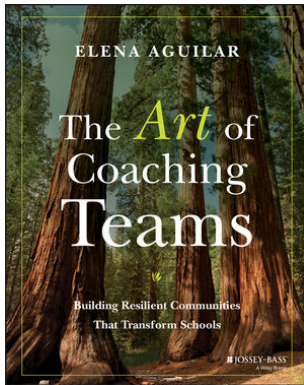
Course Description

In this course, we explore the process and mechanisms to build professional capital for the purpose of providing cohesive instruction and improving student learning outcomes. This course will review intentional, systematic processes to build expertise through effective professional development, including the organization of teams and professional learning communities, as well as instructional coaching models. We ground our approach to building professional capital in the needs of students. Building expertise is critical to increasing the outcomes of students and approaching this process systematically is an important role of the Reading Specialist and other literacy leaders in a district.

Working through the lens of a Reading Specialist (17 license), course activities will focus on building the knowledge, skills, and dispositions to facilitate:

- high-quality, cohesive professional development
- effective teams within the educational environment
- instructional coaching to build professional capital and increase student outcomes

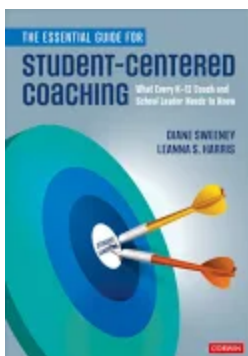
Required Texts



Free online copy available with your UWSP credentials through [Permalink](#)

Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

Online copy available through UWSP Library - Only purchase a hard copy if you prefer reading hard copy.



Sweeney, D., & Harris, L. (2020). *The essential guide to student-centered coaching: What every K-12 coach and school leader needs to know*. Thousand Oaks: Corwin.

Learning Objectives aligned to WI Administrative Standards

- Understand the role of a reading specialist, as part of an instructional leadership team, to build professional capacity. (*WI Admin Standards # 1, 2, 5, 6, 7*)
- Develop the knowledge, skills, and dispositions to lead effective teams (*WI Admin Standards # 1, 2, 6, 9, 10*)
- Understand models of instructional coaching(*WI Admin Standards # 3, 4, 5, 6*)
- Build leadership skills with conflict resolution.(*WI Admin Standards # 1, 2, 3, 5*)

Course Design:

This course is organized by module. There is an **introductory module** followed by **five modules**. In the first four modules, you will complete the following three things in each of the modules: professional readings, “notes to self” journal entries, and participate in a discussion. The discussion during the introductory week is on the Canvas discussion platform. For modules 1-4, you may opt to participate in the discussion on Canvas or a Sunday evening Zoom conversation. Additionally, for the practicum component of the course, you will design and facilitate a professional development opportunity within your district. (Students who are not seeking reading specialist licensure may discuss an alternate assignment with the instructor). During Module Five, participants will post artifacts from their professional development facilitation (or alternate for those not seeking certification). Lastly, in conjunction with our study of types of instructional coaching, you will go deeper with the structures of the student-centered coaching model by completing a student-centered coaching template around your own practices or those of a colleague/team/PLC. The assignment section will explain the learning activities. A detailed course calendar is provided after the assignment section to show how the work is organized in the module framework, including the specific due dates.

Assignments

- 1) Module Discussions/Networking (50 points, 10 points per post):** The discussion boards are a practice used to develop collegiality and to support one another to analyze and develop systematic approaches to strengthening professional practices. Additionally, the discussions are a platform for networking and sharing successes and challenges from your personal experience/districts. You can think of our discussion as a Professional Learning Community (PLC) platform where we come together to learn and grow together. Guidelines for posts: Original post should be between 300-500 words. Respond to at least two other posts with 150-250 words.
 - *Zoom discussion option available as a replacement for Canvas Discussion Modules 1-4. Zoom discussions are scheduled for Oct. 1, Oct. 22, Nov. 12, and Dec. 3 from 6:00-7:00 p.m.*

Please see the week-by-week guide for more details on the discussion topics.

- 2) “Notes to Self” about Leading Teams Effect**
These notes align with the Professional Readings (40 points, 10 points/module):

The reading schedule is designed by module. In each module, you will read and respond to your notes to self. A [Google doc template](#) will be shared. You may make modifications to the Google Doc to meet your needs. Please post the link to your Google Doc by Sunday at midnight that the module ends. Please give the instructor commenting rights.

	Schedule of Readings	Notes to Self
Module 1 Sept. 5 - Oct. 1	<u>The Art of Coaching Teams:</u> <ul style="list-style-type: none"> • Introduction & Chapter 1-4 	<ol style="list-style-type: none"> 1) Intentions page 2) Dimensions of a Great Team-Reflections 3) Include other “notes to self”
Module 2 Oct. 2 -22	<u>The Art of Coaching Teams:</u> <ul style="list-style-type: none"> • Chapters 5-11 	See Notes to Self Google Doc
Module 3 Oct. 23- Nov.12	<u>The Art of Coaching Teams:</u> <ul style="list-style-type: none"> • Chapters 11-13 & Conclusion • Article on Types of Coaching • Article on Having Hard Conversations 	See Notes to Self Google Doc
Module 4 Nov. 13 - Dec. 3	<u>The Essential Guide for Student-Centered Coaching: What Every K-12 Coach and School Leader Needs to Know:</u> <ul style="list-style-type: none"> • Chapters 1, 3-6 • <i>Optional-Chapters: 2, 7</i> 	See Notes to Self Google Doc

3) Leading Professional Development in Your District (50 points):

As part of the practicum component for this course and toward the Reading Specialist License, candidates will facilitate a professional development experience in their district. The candidate has full choice of the topic and format of the professional development experience. **The topic** may align with district initiatives or the School Improvement Plan/5-Year Literacy Plan. Please seek proper district support for your professional development activity, if necessary (i.e. getting the support of administrators to establish efficacy of the professional development activity and avoid any potential conflict with district initiatives). **The format** for your professional development activity may include (but is not limited to): a workshop, recorded video/webinar, weekly soundbites of “just in time” professional development--sometimes helpful with new implementations, or structured PLC work

- a) Select a Topic & Objective

- b) Complete Planning Sheet & Determine best delivery model based on topic, learning objectives, and structures your school already has in place (i.e. Time devoted to professional learning).
- c) Create PD experiences based on your topic and format. Required: One artifact
- d) Write a reflection on the process of planning and facilitating professional development

Post artifacts to Canvas Discussion (in Module 5) between Dec. 4-17; Respond to two peers by Dec. 17.

For students NOT working toward their Reading Specialist License, the following alternate assignment is offered.

Alternate Assignment #3 (Instead of leading professional development)

- 1) Participate in three professional development activities by Dec. 5th. Critique each professional development activity you attend in a one-two page reflection paper, analyzing the facilitators' skills in leading a team and providing professional development aligned to district goals.
- 2) Write a one-two page paper synthesizing your vision for effective professional development. What models do you think would have a strong impact on teacher professional expertise and student achievement?
- 3) Post at least one artifact from a professional development activity you attended and describe how the artifacts exemplify effective professional development or how you might make changes to increase the effectiveness.

- 4) Student Centered Coaching Template (40 points)** - This assignment is designed to give you experience with the Student-Centered Coaching Protocol and Template. You may choose to coach yourself, a colleague or a team (i.e.PLC) toward a learning target. The steps in this process include: setting a student learning goal, collecting data to document students' current level of skill with the goal, plan with backward design on how to reach the goal, reflect on instruction and learner response, and collect post-data.

Assignments 5, 6, and 7 apply to candidates seeking their Reading Specialist License. The following assignments are zero point assignments, but are required for endorsement for the Reading Specialist license.

- 5) **Mandatory Reporter Training**-This course satisfies the requirement for Mandatory Reporting Training that is required for the Reading Specialist add-on licensure. Your district may also require annual Mandatory Reporter Training, which will fulfill this requirement. To fulfill this requirement, either take the DPI Mandatory Reporter Training or your District Mandatory Reporter Training and upload your completion certificate to Canvas. **Due: November 5, 2023.**

Link to DPI Training:

https://media.dpi.wi.gov/sspw/av/child-maltreatment-part-1/story_html5.html

- 6) **Practicum Self-Evaluation Form**-Throughout the semester, record evidence from your own experiences that correlate to the Wisconsin Administrative Standards. The purpose of you tracking your own evidence for the standards is to increase your own familiarity with the administrative standards and facilitate a conversation between you, your supervisor, and the university instructor. **Due: December 17, 2023**

- 7) **Supervisor's Practicum Evaluation Form & Post-Conference:** Upload your supervisor's practicum evaluation to Canvas and schedule a post-conference with your supervisor, the instructor and yourself. **Due: December 17, 2023**

Summary of Points and Grading Scale

Discussion Participation: 50 points (10 points per module, weeks 1, 4, 7, 10, 13)
Tracking your thinking about professional readings: 40 points (10 points each module)
Design & Lead Professional Development: 50 points
Student Centered Coaching Template: 40 points

Grading:

100-94 % A

93-86 B

85-76 C

Licensing & Literacy Specialist Portfolio - *Applicable to those seeking licensure*

DPI requires Reading Specialist candidates to demonstrate proficiency with the administrative standards. You will document your proficiency with the administrative standards within the context of literacy in an online portfolio. Your artifacts may represent both assignments from coursework as well as relevant work you do in your district. You may revise your Reading Teacher portfolio to include artifacts for your Reading Specialist license or you may create a new online portfolio. For each artifact, you will write an introduction and reflection. You will list the Wisconsin Administrative Standards that the artifact demonstrates. If you already have your Reading Teacher (#316 license), you may apply for your Reading Specialist license when a) you have completed your coursework for the 17 license b) submitted your Reading Specialist portfolio and it has been positively reviewed by two faculty members c) passed the Foundations of Reading test d) have an earned Master's degree.

Week-By-Week Overview

Welcome/ Introduction - Due Sept. 10

- 1) Discussion: Introductions & What type of professional development do you seek for yourself?
- 2) View Introduction Video posted on Canvas

Module 1 (Sept. 11 - Oct. 1): **Effective Teams, Trust Building - Due Oct. 1**

- 1) Professional Readings & Notes to Self: The Art of Coaching Chapters: Intro &

<p>Chapters 1-4</p> <ol style="list-style-type: none"> 2) Discussion: Trust-Building Moves 3) Schedule Zoom Session with Amber to talk about the Professional Development Activity you will facilitate (or the alternative assignment if you are not seeking the reading specialist licensure). **If you prefer to discuss over email, that is an option, too.
<p>Module 2 (Oct. 2 - 22): Facilitating Meetings & Professional Development -Due Oct. 22</p>
<ol style="list-style-type: none"> 1) Professional Readings & Notes to Self: The Art of Coaching, Chapters 5-11 2) Discussion: Decision-Making 3) Start working on the professional development you will lead in your district/attend professional development for alternate assignment
<p>Module 3 (Oct. 22 - Nov.12): Conflict Resolution</p>
<ol style="list-style-type: none"> 1) Professional Readings: The Art of Coaching, Chapters 12, 13, & Conclusion & Posted Articles 2) Discussion: Conflict Resolution Scenarios 3) Continue Working on the Professional Development you will lead in your district
<p>Module 4 (Nov. 13 - Dec. 3): Student-Centered Coaching</p>
<ol style="list-style-type: none"> 1) Professional Readings & Notes to Self: The Essential Guide for Student-Centered Coaching, chapters 1, 3, 4, 5, 6 (2 and 7 are optional) 3) Discussion: Coaching 4) Complete Student-Centered Coaching Template (pp. 148-149) for a learning objective you will teach your students prior to winter break.
<p>Module 5: (Dec. 4 - Dec. 17) Final</p>
<ol style="list-style-type: none"> 1) Post Artifacts from Professional Development Session 2) Schedule Zoom Meeting with your Supervisor, instructor, and yourself <u>*if seeking licensure</u> 3) Upload the Evaluation Form you filled out, documenting your own evidence of experience with the standards <u>*if seeking licensure</u> 4) Upload the Evaluation Form completed by your supervisor. <u>*if seeking licensure</u> 5) Consider adding two artifacts from this course to your Reading Specialist Portfolio <u>*if seeking licensure</u> Create an introduction, list administrative standards evident in the document, and write a conclusion

Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification

information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Communicating with your Instructor



Email is the quickest way to reach me at: mlechner@uwsp.edu



Call or text my cell phone at any time (715-470-0322).



Zoom, Skype, Facetime, and Google Hangout Video conference is also available by request.

Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., virtual and interactive discussions, reflective writing, collaborative work, and field work) to address multiple styles of student learning.

Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

Attendance

This class is completed online. You will be required to engage in online collaborative discussion boards. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class.

The relationship between engagement (presence/virtual attendance) and achievement in education has been extensively documented in peer-reviewed research.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Late Work

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments by the due date. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with assignments. In general, the best policy is to contact me if you need flexibility with due dates.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation

must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action.

Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsified academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to

disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).