

PDSI 9978 – Course Design with State Standards – Independent Study #2

Event Description:

In this independent study course, students will explore the techniques and skills aligned with the educational topic or professional goal of their choice. This course is designed for teachers who want to increase their knowledge of a particular content or subject area yet are unable to attend a seminar or conference that covers this topic. This course allows teachers to spend time learning intently about a topic of their choice, researching and gaining a targeted skill while earning graduate credits. This will include interviewing professionals in the field of study and/or research reading an approved book on the subject. This is our most flexible and focused course option available.

Learning Objectives:

The relationship between professional learning and student results requires “standards-based professional learning, which creates and supports the changes in educator knowledge, skills, and dispositions, which effect the change in educator practice which in turn creates change in student results” (Standards for Professional Learning).

Participants will:

1. Expand leadership skills as teachers, coaches, principals, and members of a school community.
2. Learn best practices and current research to support teaching, student learning, and leadership principles.
3. Gain new course curriculum ideas from learning activities.
4. Learn new techniques to develop positive relationships with students, parents, and staff.
5. Gain a broad knowledge of interdisciplinary topics and how to implement interdisciplinary studies into the curriculum.
6. Evaluate educational opportunities and be better prepared to develop lessons that allow for alignment with ever evolving state standards.
7. Focus efforts and outcomes towards growth in the Professional Teaching Standards of: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

Research tells us that quality teacher practices and methods positively affect student achievement (Wilson, Floden, & Ferrini-Mundy, 2001; Hirsch, 2006). Professional development methods that

enhance a learner's understanding of knowledge and strategies, coupled with personal reflection and thought, leads to a greater change in practices in the classroom; thus affecting student achievement (Hirsch, 2006). Professional development design that includes knowledge, experiential learning, and a personal opportunity in which to transfer learning, may influence the implementation of new strategies and practices in the classroom environment (Dixon, 2010). Summer Institutes online is firmly anchored to these notions.

Course Assignments:

Create and complete a Pre-Planning log sheet (example below):

1. Please indicate the appropriate number of hours (minimum two (2) hours) that you have devoted to the pre-planning portion of your independent study experience. Acceptable activities include but are not limited to research and readings, activity coordination, setting of academic goals to achieve, selection of presentations to attend.

Date	Activity	Hours

Signature_____ Date_____

Upload this activity log sheet in the Canvas Learning Platform. All paper work is due no later than three months after your independent study course. Failure to turn in paper work will earn the student an "Incomplete Grade." Incomplete grades turn into a No Pass grade after one year. **ALERT:** Please do not procrastinate on getting your work done and turned in by post-marked date within three months of the completion of the conference. No refunds.

For each graduate credit:

1. Interview a professional in the field of study OR read a book(s) on the topic per graduate semester credit sought to earn.
2. Write notes of interview(s) or book(s) in detail.
3. In paragraph form, write what these notes mean to you, showing knowledge learned, describing how this information is relevant to your teaching position or goal.
4. Keep an Activity Log, documenting 15 hours per credit, including dates, time logged and the activity that took place during this time, not counting travel time. This can include the interview, reading books or online study directly connected with course topic of study.

5. Write 3 lesson plans, complete with learning objectives, evaluation measures and relevance to state-mandated learning targets. Include summative testing and if possible, formative testing appropriate to the lesson.
6. Submit a synopsis paper using questions listed below:
 - A. What new knowledge and information learned from this course will enhance your current teaching style?
 - B. Which connections were experienced that aligned with your specific teaching focus, content and population?
 - C. How did this course increase your current level of professional teaching standards to reflect personal growth?
 - D. What beneficial information could you share in your school community with others?
7. Write a separate 2-3-paragraph reflection summary that provides a birds-eye view of what was gained through this study, how it will impact your teaching goal or its impact in your current classroom. This might include skills and concepts learned, including participant growth. It might also include the positives and/or negatives to studying independently. This can be written in a conversational format.

Work should be submitted in the following format:

Create separate PDF's for each of the items listed below. Submit your work into our Canvas Learning Platform.

1. Interview Summary
 2. Paragraph Summary response
 3. Activity Log
 4. Lesson Plans
 5. Synopsis Paper
 6. Reflection Summary
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