



EDLR 5402: Human Development for School Leaders
UCAPP
Summer, Year 1

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: Human Development for School Leaders

Credits: 2

Format: Hybrid (in person and online synchronous)

Professors:

Office Hours: by appointment

Required Texts

Ende, F. (2016). *Professional development that sticks: How do I create meaningful learning experiences for educators?* Alexandria, VA: ASCD.

hooks, b. (2003). *Rock my soul: Black people and self-esteem.* New York: Atria Books.

Rodman, A. (2019). *Personalized professional learning: A job-embedded pathway for elevating teacher voice.* Alexandria, VA: ASCD.

Additional course readings and media will be available within HuskyCT.

Optional Texts

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation.* New York: Teachers College Press.

Currie, B., Krakower, B., & Rocco, S. (2016). *140 Twitter tips for educators: Get connected, grow your professional learning network, and reinvigorate your career.* San Diego, CA: Dave Burgess Consulting, Inc.

Drago-Severson, E. (2009). *Leading adult learning: supporting adult development in our schools.* Thousand Oaks, CA: Corwin.

Sanfelippo, J. M., & Sinanis, T. (2015). *Principal professional development: Leading learning in the digital age.* Thousand Oaks, CA: Corwin.

Course Description

This course introduces a variety of learning theories that can form the foundation for many practices and decisions as a school leader. Beyond pedagogy and school-aged learner learning theories, the course focuses in depth on adult learning concepts, research, and theory in relation to professional and organizational learning in a school/system context. In addition, this course will explore the role of new media applications and Web 2.0 to professional learning and human resource development in education.

Course Objectives

Learners who successfully complete this course will:

- Explore theories and practices related to learning, compare and contrast adult learners with school-aged learners;
- Identify and assess contextual issues impacting adult, organizational, and workplace learning;
- Identify and evaluate learning practices and organizational issues that promote, facilitate, or enhance adult, organizational, and professional learning in schools; and
- Recognize and be able to use new media and Web 2.0 tools to support their own professional learning and the learning of teachers with whom they work.

Five Course Questions:

For each session of the course and for the course as a whole, we ask that you continuously consider answers to each of these five questions:

- How do I learn as an adult?
- How would I help the teacher in my building with the highest needs learn, grown and develop?
- How would I help the most outstanding teacher in my building learn, grown and develop?
- How is equity across my (future) school/building impacted by the way I lead the learning of adults?
- How will I operationalize my emerging understandings of the ways that adults learn in my current and future practice?

Leadership for Equity

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

Session 1: Introduction to Learning Theories; Andragogy vs. Pedagogy

Objectives:

- Identify and describe foundational learning theories;
- Demonstrate understanding of learning theories through class discussion activities;
- Compare and contrast concepts of andragogy with concepts of pedagogy; and
- Define aspects of the role of the principal in leading professional learning.

Standards:

3(h) Address matters of equity and cultural responsiveness in all aspects of leadership.

6(c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

Readings to be completed before class:

- 1) Merriam, S. B., & Bierema, L. L. (2014). Traditional Learning Theories in *Adult Learning: Linking Theory and Practice* (pp. 24-41). San Francisco, CA: Jossey-Bass.
- 2) Blaschke, L. M., & Hase, S. (2015). Heutagogy, technology, and lifelong learning for professional and part-time learners. In *Transformative perspectives and processes in higher education* (pp. 75-94). Springer, Cham.
- 3) Duff, M. C. (2019). Perspectives in AE—Adult Black males and andragogy: Is there a goodness of fit. *New Horizons in Adult Education and Human Resource Development*, 31(4), 51-58.
- 4) Poekert, P. E., Swaffield, S., Demir, E. K., & A. Wright, S. (2020). Leadership for professional learning towards educational equity: a systematic literature review. *Professional Development in Education*, 46(4), 541-562.
- 5) McDermott, R., Raley, J. D., & Seyer-Ochi, I. (2009). Race and class in a culture of risk. *Review of research in education*, 33(1), 101-116.

Session 2: Adult Learning Theory and Professional Development/Learning

Objectives:

- Critically evaluate the strengths and limitations of the traditional “professional development” approach in schools, and
- Critically evaluate the main implications of shifting from a “professional development” to a “professional learning” construct.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

6(c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

Readings to be completed before class:

- 1) Stewart, C. (2014). Transforming professional development to professional learning. *Journal of Adult Education*, 43(1), 28-33.
- 2) Kohli, R., Picower, B., Martinez, A. N., & Ortiz, N. (2015). Critical professional development: Centering the social justice needs of teachers. *The International Journal of Critical Pedagogy*, 6(2), 7-24.

Optional additional reading:

- **Book:** Sanfelippo, J. M., & Sinanis, T. (2015). *Principal professional development: Leading learning in the digital age*. Thousand Oaks, CA: Corwin.

Session 3: Professional Development and Workplace Learning

Objectives:

- Explain the importance of differentiating our teaching and leading of adults; and
- Explain the essential role that “developmental diversity” plays in professional learning to create and nurture “authentic capacity building” of teachers and teacher leaders for school improvement initiatives

Standards:

6(f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7(a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

7(e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

10(c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

Readings to be completed before class:

- 1) Drago-Severson, E. (2016). Teaching, learning, and leading in today’s complex world: reaching new heights with a developmental approach. *International Journal of Leadership in Education*, 19(1), 56-86.
- 2) Wieczorek, D., & Lear, J. (2018). Building the “Bridge”: Teacher Leadership for Learning and Distributed Organizational Capacity for Instructional Improvement. *International Journal of Teacher Leadership*, 9(2), 22-47.

Session 4: Effectiveness of Professional Development

Objectives:

- Identify, define, and discuss concepts of learning styles in relation to adult learner needs, and
- Identify, define, and discuss the creation of effective professional learning activities that are aligned with other school and district human resource development efforts

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

6(c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

7(a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

Readings to be completed before class:

- 1) **Book:** Ende, F. (2016). *Professional development that sticks: How do I create meaningful learning experiences for educators?* Alexandria, VA: ASCD.
- 2) Farmer, J., Hauk, S., & Neumann, A. M. (2005). Negotiating Reform: Implementing Process Standards in Culturally Responsive Professional Development. *The High School Journal*, 88(4), 59-71.

Session 5: Teacher Agency in Professional Learning

Objectives:

- Identify, define, and discuss concepts of personalized professional learning and teacher agency
- Develop effective professional learning activities that enable meaningful individual growth and development while supporting school and district goals.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

6(c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6(f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7(a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

Readings to be completed before class:

- 1) **Book:** Rodman, A. (2019). *Personalized professional learning: A job-embedded pathway for elevating teacher voice*. Alexandria, VA: ASCD.
- 2) Buxton, C. A., Allexaht-Snider, M., Kayumova, S., Aghasaleh, R., Choi, Y. J., & Cohen, A. (2015). Teacher agency and professional learning: Rethinking fidelity of implementation as multiplicities of enactment. *Journal of Research in Science Teaching*, 52(4), 489-502.

Session 6: Fostering Teacher Inquiry and Sharing to Empower Teachers

Objectives:

- Develop plans to encourage and support teacher inquiry as a form of individual professional learning that empowers teachers to investigate and initiate instructional improvements, and
- Recognize methods for sharing teacher inquiry outcomes to support collaborative learning opportunities.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2(e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

7(g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

7(h) Encourage faculty-initiated improvement of programs and practices.

Readings to be completed before class:

- 1) Cochran-Smith, M., & Lytle, S. L. (2021). Inquiry in the age of data: a commentary. *Teaching Education*, 1-9.
- 2) Navarro, O. (2018). We can't do this alone: Validating and inspiring social justice teaching through a community of transformative praxis. *Curriculum Inquiry*, 48(3), 335-358.
doi:10.1080/03626784.2018.1468212

Optional additional reading:

- **Book:** Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.

Session 7: Relationships Between Professional Learning, Trust, and Resistance

Objectives:

- Recognize the reasons for teacher resistance, and
- Understand the importance of and strategies for building trust and relationships that reduce risk and uncertainty while working cooperatively with teachers around common professional concerns.

Standards:

1(f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

10(c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

10(i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Readings to be completed before class:

- 2) Knight, J. (2009). What can we do about teacher resistance? *Phi Delta Kappan*, 90(7), 508-513.
- 3) Kondakci, Y., Beycioglu, K., Sincar, M., & Ugurlu, C. T. (2017). Readiness of teachers for change in schools. *International Journal of Leadership in Education*, 20(2), 176-197.
- 4) Rodriguez, A. J. (2004). Using sociotransformative constructivism to respond to teachers' resistance to ideological and pedagogical change. In *Preparing Mathematics and science teachers for diverse classrooms* (pp. 33-48). Routledge.

Session 8: Culturally Responsive Approaches to Teacher Professional Learning

Objectives:

- After this session, students will be able to explain why recognizing and considering the realities and lived experiences of the professionals they lead are integral to ensuring equity, professional learning and growth across race, class, culture, ethnicity, gender, religious background, and many other social constructs, with which those professionals identify.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2(e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

3(g) Act with cultural competence and responsiveness in their interactions, decision-making, and practice.

3(h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Readings to be completed before class:

- 1) **Book:** hooks, b. (2003). *Rock my soul: Black people and self-esteem*. New York: Atria Books.
- 2) Casad, B. J., & Bryant, W. J. (2016). Addressing stereotype threat is critical to diversity and inclusion in organizational psychology. *Frontiers in Psychology*, 7(8), 1-18. Jenkins, J. S. (2020).
- 3) Performance Stereotypes in Action: Stereotype Threat Consequences, Mechanisms, and Potential Interventions. In *Stereotypes: The Incidence and Impacts of Bias* (pp. 70-91). Santa Barbara, CA: Praeger.
- 4) Merriam, S. B., & Baumgartner, L. M. (2020). Critical theory, postmodern, and feminist perspectives. In *Learning in adulthood: A comprehensive guide*. (pp. 290-316). Hoboken, NJ: John Wiley & Sons.
- 5) Morales, A. R. (2018). Within and beyond a grow-your-own-teacher program: Documenting the contextualized preparation and professional development experiences of critically conscious Latina teachers. *Teaching Education*, 29(4), 357-369. doi:10.1080/10476210.2018.1510483

Session 9: Culturally Responsive Approaches to Teacher Professional Learning – Part II

Objectives:

- After this session, students will be able to explain why recognizing and considering the realities and lived experiences of the professionals they lead are integral to ensuring equity, professional learning and growth across race, class, culture, ethnicity, gender, religious background, and many other social constructs, with which those professionals identify.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2(e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

3(g) Act with cultural competence and responsiveness in their interactions, decision-making, and practice.

3(h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Reading to be completed before class:

- 1) Murray-Johnson, K., & Guerra, P. L. (2018). Ready for change? Emotions and resistance in the face of social justice leadership. *Journal of Cases in Educational Leadership*, 21(3), 3-20.

Session 10: Equity Centered Professional Learning

Objectives:

- Leverage professional learning opportunities for the teachers they lead to support inclusive practices,
- Foster equity and social justice in the learning experiences of the students in their buildings,
- Plan for and respond to resistance that may emerge in response to professional learning opportunities and leadership that support inclusive practices, and
- Recognize and avoid potential shortcomings and pitfalls of professional learning activities designed to foster equity and social justice in their buildings.

Standards:

2(d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2(e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

3(h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Readings to be completed before class:

- 2) Crockett, M. D., & Buckley, L. A. (2009). The role of collection in equity-centered mathematics professional development practices. *Equity & excellence in education*, 42(2), 169-182.
- 3) Payne, E. C., & Smith, M. J. (2018). Refusing relevance: School administrator resistance to offering professional development addressing LGBTQ issues in schools. *Educational Administration Quarterly*, 54(2), 183-215.
- 4) Riordan, M., Klein, E. J., & Gaynor, C. (2019). Teaching for Equity and Deeper Learning: How Does Professional Learning Transfer to Teachers' Practice and Influence Students' Experiences? *Equity & Excellence in Education*, 52(2-3), 327-345.
- 5) Grinage, J. (2020). Singing and dancing for diversity: Neoliberal multiculturalism and white epistemological ignorance in teacher professional development. *Curriculum Inquiry*, 50(1), 7-27.

Session 11: Principal Professional Development

Objectives:

- Design and implement a plan for their own continuous professional learning, and
- Take steps to develop a persistent, personal, and professional learning network using Web 2.0 and other resources.

Standards:

6(i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Readings to be completed before class:

- 1) Lazenby, S., McCulla, N., & Marks, W. (2020). The further professional development of experienced principals. *International Journal of Leadership in Education*, 1-15.
- 2) Zepeda, S. J., Parylo, O., & Bengtson, E. (2013). Analyzing principal professional development practices through the lens of adult learning theory. *Professional Development in Education*, 40(2), 295-315.

Summary of Course Grading:

Course Components	Weight
Initial Reflection	10%
Twitter Creation and Tweeting	30%
Class Participation & Online Discussions	40%
Philosophy of the Leadership of Professional Learning	20%

Initial Reflection (10%)

Submitted in writing; initial impressions of supporting development of professional educators

Twitter Creation and Tweeting (30%)

At least 30 consistent and appropriate tweets on course topics during the course term

Participation in at least one education-related Twitter chat

Class Participation & Online discussions (40%)

Readings completed before class.

Participation and contribution in class and student work sessions

Philosophy of the Leadership of Professional Learning (20% - Graded)

Final assessment; this synthesis of course content and individual learning/thinking will reflect an emerging theory of action for leading professional learning in schools.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics, or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an option