



**EDLR 5410: Talent Management – Professional Learning**  
**UCAPP**  
**Fall 2022**

Syllabus information may be subject to change.

**Course and Instructor Information**

**Course Title:** Talent Management – Professional Learning  
**Credits:** 2  
**Format:** In Person  
**Professors:**  
**Email:**  
**Time:** 4:30-8:00  
**Office Hours:** by appointment

**Required Texts**

Hargreaves, A, & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.

*Additional course readings and media will be available within HuskyCT*

**Course Description**

This course provides aspiring principals a firm understanding of the relationship between teacher evaluation, professional learning, and school improvement planning at large. Instruction is focused on using data and school-based information in the development and implementation of a coherent, comprehensive system of professional learning that strengthens the knowledge and skills needed to support continuous improvement to grow teaching, learning, and ultimately student achievement. Students will know and understand how to integrate adult learning theories, technical and adaptive leadership, equitable professional learning standards, and the instructional core as high leverage components of systemic professional growth opportunities for educators.

**Course Objectives**

In this course, aspiring leaders will gain the knowledge and skills to:

1. Understand the relationship between evaluation, supervision, and the professional growth of staff.
2. Use existing systems (teacher evaluation, student data platforms, continuous improvement structures, professional learning calendars) as coherent school-based structures to further research-based instruction, improve instructional practice and enhance school improvement planning efforts.
3. Critically examine the characteristics of effective professional learning and acquire the skills necessary to design meaningful professional learning sessions for teachers for both short- and long-term impact.
4. Critique and revise existing CT Standards for Professional Learning to address structural matters of inequity and deficit-based thinking that inadvertently affect professional learning outcomes.
5. Apply the principles of *Professional Capital* to the design of meaningful professional learning opportunities for educators.
6. Perform an organizational diagnosis as a component of designing a final Professional Learning Session, incorporating the learning of the course.

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

## Course Outline and Calendar

### **SESSION 1: Principal as staff developer with an anti-racist and equity driven perspective**

#### Objectives:

- Understand the difference between professional development and professional learning
- Develop an understanding of the components of major adult learning theories
- Develop an understanding of the characteristics of effective professional learning as a process of continuous improvement
- Apply the frames of anti-racism and equity to professional learning
- Revise the professional learning standards to incorporate anti-racist and equity considerations
- Draw clear connections between teacher evaluation processes and ongoing professional learning

#### PSEL Standards:

**7c.** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

#### Readings to be completed before class:

- Chapters 1 & 2 Professional Capital
- Blasé & Blasé (1999). Effective instructional Leadership: Teachers' perspectives on how principals promote teaching and learning in schools.
- DuFour & Berkey (2005). The principal as staff developer.
- Kirkland: [The New York State's Culturally Responsive-Sustaining Education Framework | NYU Steinhardt Framework | New York State Education Department \(nysed.gov\)](#)
- Gorski: <https://www.equityliteracy.org/>

#### Group activity after class:

Work with your group to revise the Connecticut standards for Professional Learning to include more explicitly anti-racist and equity driven practices. Use the Gorski and Kirkland readings to accomplish this task. Share your revision on the Discussion Board and prepare to present your revised standards in Class 2.

## SESSION 2: Professional development vs. professional learning

### Objectives:

- Understand the difference between professional development and professional learning
- Apply the components of major adult learning theories to professional learning
- Relate the characteristics of effective professional learning to the process of continuous improvement

### PSEL Standards:

**7c.** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

### Readings to be completed before class:

- Chapters 3 & 4 Professional Capital
- Argyris, C. (1991). Teaching smart people to learn.
- Briman et al. (2000). Designing professional learning that works.
- Guskey: Professional Learning with Staying Power (Ed Ldrshp, 2021)
- Developing a Professional Learning Plan (Learning Forward, December 2013) [professional-learning-plans.pdf \(learningforward.org\)](#)
- Learning Forward Standards for Professional Learning ([Home - Standards 2022 \(learningforward.org\)](#))
- Factors that Make Professional Learning Engaging (learningpolicyinstitute.org) [Welcome to Learning Policy Institute](#)
- Podcast (40 mins): The Heart of Daring Leadership - Brene Brown: [The Heart of Daring Leadership - Brené Brown \(brenebrown.com\)](#)

### Group activity after class:

Work with your group to create a professional learning session for the class that uses the standards your group revised and your leadership learning from the readings and classes to date. Design and develop a professional learning session for teachers and craft your plan with this audience in mind. Be sure to articulate why this learning is important for these teachers and how it will lead teachers to address students' learning needs. Also articulate how this learning session fits into a larger plan for teacher learning that addresses student learning needs. In Class 4 or 5, you will provide this learning session to the class in a 20–30-minute segment. Your classmates will use the standards to assess this learning session.

### **SESSION 3: Determining which aspects of teaching, learning, and the school at large are taken into consideration when developing effective professional learning structures for teachers**

#### Objectives:

- Understand the various aspects of teaching, learning, and the school, that should be taken into consideration in designing professional learning structures for staff
- Understand how decisions about professional learning are determined in their training site and host district
- Analyze and critique protocols for the design of professional learning structures
- Determine how teacher strengths and areas of need impact professional learning design and delivery (CBAM)
- Understanding when adaptive leadership and technical leadership play a role in coaching educators

#### PSEL Standards:

**7c.** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

#### Readings to be completed before class:

- Chapters 5 & 6 Professional Capital
- Papa & Papa (2012). Leading Adult Learners: Preparing Future Leaders and Professional Development of Those They Lead.
- Learning Forward (2016). What school leaders can learn about professional learning from other industries.
- [Concerns-Based Adoption Model](#)
- Video (60 mins) Thanks for the Feedback by Sheila Heen and Doug Stone: [\(60\) Doug Stone and Sheila Heen "Thanks for the Feedback" talk at Microsoft - YouTube](#)

#### Group activity after class:

Continue to work on designing your professional learning session.

**SESSION 4: Determining which aspects of teaching, learning, and the school at large are taken into consideration when developing effective professional learning structures for teachers (Part II)**

Objectives:

- Understand the various aspects of teaching, learning and the school that should be taken into consideration in designing professional learning structures for staff
- Understand how decisions about professional learning are determined in their training site and host district
- Analyze and critique protocols for the design of professional learning structures
- Present a professional learning session and/or provide feedback to classmates on their session

PSEL Standards:

**7c.** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Readings to be completed before class:

- Chapter 7 Professional Capital
- Irina I Terehoff (2002). Elements of adult learning in teacher professional development.
- Hall, C (2013). Building a culture of growth and evaluation in schools
- Guskey: Does it Make a Difference? Evaluating Professional Learning (Ed Ldrshp, 2002)
- Heifetz and Linsky, (2002) When Leadership Spells Danger

In your group, assess the learning sessions you took part in in today's class. Give the presenting group written feedback based on the revised professional learning standards.

**SESSION 5: Designing professional learning**

Objectives:

- Define a professional learning session for teachers that encompasses the major tenets of adult learning and empirically validated characteristics of effective professional learning structures for adults
- Present a professional learning session and provide feedback to classmates on their session

PSEL Standards:

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Readings to be completed before class:

- Review a copy of the mentor school districts professional development plan.

Group activity after class:

In your group, assess the learning sessions you took part in in today's class. Give the presenting group written feedback based on the revised professional learning standards.

## **SESSION 6: Presentation/Delivery of professional learning session (Final Project)**

### Objectives:

- Design a professional learning session for teachers that encompasses the major tenets of adult learning and empirically validated characteristics of effective professional learning structures for adults
- Report results of the professional learning analysis with a focus on the alignment between professional learning and school and district goals

### PSEL Standards:

**7d.** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

**7f.** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

### Readings to be completed before class:

- NONE

Note: The professional learning analysis and sample professional learning design structure are due this class session. Prepare to present this work in this class session.

**Summary of Course Grading:**

Course Components	Weight
Reflection	25%
Presentation	40%
Theory of Action	10%
Participation & Engagement	25%

**Reflection (25%)**

Synthesis of EDLR 5406 and EDLR 5410 content and individual learning/thinking as an aspiring school leader; weekly reflection prompts to synthesize accumulated learning and as an exercise of “sense-making” in the world of teaching and learning.

**Presentation (40%)**

In class: Mini professional learning sessions on readings

- Professional learning plan for teachers
- Report on professional learning analysis; highlight your leadership takeaways

**Theory of Action (10%)**

Revisit your developing leadership theory of action using the content and experiences from this course.

**Participation and Engagement (25%)**

Readings completed before class; participation in class discussions and presentations.

**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 optional evaluation tool.