**COURSE SYLLABUS**

**Department:** Educational Leadership and Policy Analysis

**Course Number:** 5300/6300

**Course Title:** Professional Needs of Individuals and Groups

**Instructors:** Dr. Debra Bentley

**Semester Hours:** 6 semester hours

**Date of Revision:** Spring, 2012

**Text(s) and/or Required Readings:**

Holcomb, Edie L. (2004) Getting excited about data (second edition). Thousand Oaks, CA: ISBN #0-7619-3959-8.

Rath, Tom. (2007) StrengthFinders 2.0. Gallup Press.   ISBN 159562015X

**Catalog Description:** Course increases student knowledge of measurement and evaluation of school outcomes; student guidance and development; adult learner development and learning patterns; foundations of the field of continuing professional development.

**Relationship of Course to College and Program Philosophy and Goals:** This course both provides information about and models the principles of adult learning, with emphases on lifelong learning, caring, and understanding and valuing diversity.

**Additional Course Information:** This course is web-enhanced. Face to face meetings will be

January 21 Johnson City

February 11 Boones Creek Christian Church

March 3 Woodland Elementary

March 31 University School

April 14 Asheville

April 28 Crockett High School

**Course Objectives:**

The student will be able to:

A. MEASUREMENT AND EVALUATION

1. Describe the major components of an assessment program designed to evaluate student outcomes including the identification of the types and sources of data commonly available to school leaders;

2. Explain the relationship of assessment to strengthening curriculum and instruction by identifying how data can be used to help students, teachers, school leaders, and school systems as well as to the pitfalls and barriers to successful data use;

3. Interpret applicable standardized test score reports and score types;

4. Collect, analyze, and report qualitative as well as quantitative data to answer important school questions including the data relationships between school goals and student outcomes;

5. Describe several specific competencies required of principals in their role as leaders of the site-level assessment program, as managers, and as communicators including the ability to demonstrate how to report the data in a clear, interesting format;

6. Evaluate the assessment competencies of teachers;

7. Explain the relationship of assessment at the school site to assessment policies and outcomes at the district, state, and national levels; and

8. Facilitate a school wide team through a process to use data to lead

change and to create an action plan that addresses findings from

the collected data.

B. STUDENT GUIDANCE & DEVELOPMENT

1. Presented with a sample statement of student responsibilities and associated discipline system, the student can analyze the document applying basic principles of human growth and development relevant to student age levels.

2. Presented with part of a sample curriculum (e.g., 5th grade social

studies), the student can critique the sample and/or suggest review questions based on basic principles of human growth and development.

3. Presented with a case description of a student with behavior problems, the student can use basic principles of student growth and development to prepare a set of questions that should be answered before the school takes appropriate action. Confidentiality and school law will be addressed.

1. Presented with a situation involving a faculty member who lacks understanding of the basic principles of student growth and development, the student can describe and appropriate professional development intervention.
2. Brief overview of comprehensive and focused evaluation of school guidance personnel using the state framework.

C. ADULT DEVELOPMENT & LEARNING

1. Survey the needs of the adult learner as they move from formal education to the world of work;

2. Demonstrate knowledge of the adults in the learning community who can assist the school;

3. Identify the career stages found in the teaching profession and the development needs required at each stage;

1. Identify resources and strategies which will motivate the adult worker to value continuous learning; and
2. Explain how teachers can use data to engage in action research as one form of teacher evaluation and professional growth.

D. CONTINUING PROFESSIONAL DEVELOPMENT

1. Describe the essential characteristics of a professional development program;
2. Identify best practices in professional development;

3. Analyze and critique descriptive accounts of successful programs in terms of planning, implementation, and evaluation, and determine if these programs incorporated all of the essential characteristics and primary functions of professional development;

4. Demonstrate mentoring, coaching, and conferencing skills;

1. Collect and use needs assessment data on professional development programs;

6. Conceptualize a focused and sustained professional development program that includes the following: supervision, personnel evaluations, the incorporation of new knowledge and skills in classroom practice, and program evaluation;

7. Conduct literature searches for each of the items above and identify sources that will keep knowledge and skills up-to-date; and

1. Review evaluation studies to identify questions investigated, methods used,

principal findings, and the effects of professional development activities.

E. TECHNOLOGY

1. Access school and state testing data at the state web site in making leadership

decisions;

1. Use a testing software program to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning; and
2. Provide professional learning opportunities for improved learning and teaching with technology; and
3. Engage in sustained, job-related professional learning using technology resources.

**Course Topics:**

A. MEASUREMENT AND EVALUATION:

Determining what information is needed about students, staff, and the school environment and how best that information may be gathered and analyzed to answer important school questions; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; facilitating a school wide team through a process to use data to lead change.

B. STUDENT GUIDANCE AND DEVELOPMENT:

Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities; understanding of student growth and development; understanding of diversity issues related to student populations.

C. ADULT DEVELOPMENT AND LEARNING:

Understanding the adult learner as he or she moves through the life cycle, the implications of working with parents, teacher and staff members as individuals or groups and diversity issues with adult groups.

D. CONTINUING PROFESSIONAL DEVELOPMENT:

Identifying with participants the professional needs of individuals and groups; planning and organizing focused and sustained professional development to improve quality of instruction; through a team effort, developing a professional development plan tied to student achievement; coaching individuals and groups toward more effective practice; engaging professionals and others to plan and participate in a professional learning community; initiating self-directed learning and development.

E. TECHNOLOGY:

Using technology resources to collect and analyze student performance

as measured by standardized tests.