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T&L 2900 – Strategic Foundations for Reflective Schools

Course-at-a-Glance

Instructor/Presenter: Becca Lindahl, EdD, Dan Cahill, Patrick Hoth, and Ann Zweber Werner, PhD
Instructor of Record: Sarah Holder. *Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.*
Length: 15 hours for one PD credit
Dates: Enroll Anytime – Complete in 4 months
Professional Development Credit Options: 1

Introduction

Professional Learning Communities (PLCs) are groups of educators who meet regularly to reflect on practices, share ideas and expertise, and work collaboratively to improve teaching skills and academic performance. Once, PLCs were an innovation with a good chance to fundamentally change how schools work. Now they are standard practice, and yet schools look very much the same. Like other educational buzzwords that stick around for a while, the original concept has evolved in so many different directions for so many different reasons that the term can mean something different to everybody. How do you know which definition is the correct one? Despite copious evidence of the benefits of this collaborative culture, the implementation of Professional Learning Communities still involves many challenges.

Getting Started and Course Directions

Directions for Completing UND Professional Development Courses Using Hoonuit Content are available upon the student's receipt of the welcome email from Hoonuit 3-8 days after online course registration.

Course Objectives

This course discusses the structure, creation, and maintenance of an effective Professional Learning Community, emphasizing the importance of communication and consensus in the establishment of school-wide mission, vision, values, and curriculum.

Learning Objectives

- Establish a shared mission, vision, values, and curriculum while ensuring that each member's voice is heard.
- Inform staff members about the importance of targeting their PLC goals and investigations within their spheres of influence.
- Demonstrate how to properly conduct research.
- Describe the importance of shared leadership and the dangers of teacher isolationism.
- Recognize the barriers to successful Professional Learning Communities.

Module Topics

Characteristics of Professional Learning Communities in High School

A. Getting Started

1. Introduction
2. Conversation Regarding Professional Learning Communities
3. Two Models
4. Isolationism
5. Leaders Modeling Collaboration
6. Differing Points of View, Literature Reflection

Shaping Professional Learning Communities (PLCs) for Success

A. Getting Started

1. Introduction
2. The Essential Nature of a Shared Mission, Vision, and Values
3. PLC Conventions
4. Curriculum
5. Recurring Cycles and Action Research
6. Teams, Credits, and Sources

Strategic Leadership: Beliefs, Mission and Vision 2nd Ed.

A. Getting Started

1. Components and Beliefs
2. Vision and Mission
3. How Visions Evolve
4. Criteria for Evaluation the Vision

Professional Development Reflection

- What new ideas or concepts did you learn?
- What teaching practices or concepts were reinforced?
- When applying the strategies and concepts you learned in this course into your daily practice, what went well?
- What would you change?
- How will students benefit from this course?
- What resources or ideas do you want to explore further? What questions or concerns do you still have?

Course Requirements

- A. Complete all the components for the required learning modules and electives relevant to you.
 1. Read all contents included
 2. View the module
 3. Activity and Assessment – at the end of each module you'll find a Dolt and Provelt. You must complete each and upload your Dolt as a Sharelt and comment on at least one other Sharelt.

- Upon completion of all required modules included in the course, the student will write a reflection. The reflection is included on the syllabus.

Assignments & Grading Percentages toward Final Grade

The Learner Will:

- Review all content within each module. (10% of grade)
- Complete each module Dolt activity and upload as a ShareIt. (40% of final grade)
- Comment on at least one other ShareIt per module. (20% of final grade)
- Complete module Provelt with a score of 80% or greater. (20% of final grade)
- Complete an end of course survey/reflection that follows the specifications provided (10% of final grade)

Grading

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

Hoonuit courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district of employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

If a letter grade is selected, the learner must complete work to earn a minimum grade of B. To earn a B, the learner must earn at least 13-15 points on the following rubric for one credit.

To earn an A, all Provelts must have a score higher than 90% and earn at least 16-20 points on the rubric for one credit.

Rubric					
Indicators	Beginner 1	Developing 2	Accomplished 3	Exemplary 4	Point s
Demonstration of topic knowledge.	The learner does not demonstrate adequate knowledge of the topic.	The learner is beginning to adequately understand the topic.	The learner shows topic competency.	The learner shows topic mastery.	

The project/text has been created at a professional level.	The final project/text has numerous errors, is unorganized, or has problems with clarity.	The final project/text needs attention to errors, organization, and clarity.	The final project/text is mostly error-free, clear, and organized.	The final project/text is error-free, clear, and organized.	
All elements of the Dolt instructions have been completed thoughtfully.	The learner does not meet the majority of the Dolt requirements.	The learner meets most of the Dolt requirements.	The learner meets all of the Dolt requirements.	The learner goes above and beyond Dolt requirements.	
Providing feedback to others: Demonstration of activity knowledge.	The commenter does not demonstrate knowledge of the project/text.	The commenter has demonstrated a basic understanding of the project/text.	The commenter has demonstrated they have read and evaluated the ShareIt.	The commenter demonstrates that they understand the purpose and scope of the project, and have read and evaluated the ShareIt.	
Providing feedback to others.	The commenter has provided unhelpful or unkind feedback.	The commenter has provided basic feedback.	The commenter has provided kind, authentic/genuine feedback, including a minimum of two positive comments, and one needs-improvement comment.	The commenter provides kind, authentic/genuine feedback, and provides more than three suggestions/statements of feedback with a balance between positive and needs-improvement.	

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior, such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>