Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Winona Campus

Winter 2016
Professional Book Study: <u>Engaging With Poverty in Mind</u>
GPDI 5050
1 Semester Credit
Online Course

Course Dates: February 22 – April 4, 2016; Online using Google Classroom

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Course Description
The most effective way to improve classroom practice is through work located within schools, conducted among colleagues, and integrated with teachers' day-to-day practice. Participants in a professional book study read and discuss a book related to theoretical and pedagogical frameworks to expand their understanding of best practices, enhance their teaching, and make connections to their own classroom. By collaboratively sharing and building knowledge, participants develop and implement an inquiry plan that focuses on enhancing their teaching and improving student achievement.

Student Learning Objectives

Upon completion of this class, students are expected to be able to do the following:

1. Examine existing classroom instructional practices to identify strengths and gaps for professional growth.
2. Share and/or analyze diverse perspectives on the text content in order to build knowledge on the topic.
3. Examine the ideas and perspectives of the research in relation to a classroom learning environment.
4. Apply the book's theoretical and pedagogical approaches to the teaching and learning practice.
5. Utilize professional inquiry skills (a tool for sustained "job-embedded" professional development.)
6. Employ reflection and self-assessment through individual and collaborative efforts.
7. Participate in professional dialogue.

Textbook
Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Additional Resources
Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at gpdi.smumn.edu. Instructors will provide the required username and passwords.   Resources include access to ProQuest, an extensive database of practitioner-oriented and research-based articles. The ProQuest link is accessible once students log in to the website that is available through your school's collaboration with Saint Mary's University.

Guides for using ProQuest are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at pdi@smumn.edu for further assistance.

Topical Course Outline
Class Session 1 (Google Hangout) 2-11-16
Introductions and review of course
- ● Review Course Syllabus
- ● Discuss expectations for course
- ● Discuss expectations for Implementation Plan
- ● Read and Answer questions for Chapters 1 & 2
- ● Instructor will send you a link for the video chat

Class Session 2 (Google Community) 2-29-16
Follow instructions within the Google Community

Class Session 3 (Google Hangout) 3-7-16
Follow instructions within the Google Community

Class Session 4 (Google Community) 3-14-16
Follow instructions within the Google Community

Class Session 5 (Google Hangout) 3-21-16
Follow instructions within the Google Community

Teaching Methods
The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

*One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.

*Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 45

Synopsis of Assignments
After reading each chapter respond to the discussion questions and then also respond to at least 2 other peoples responses. If it is a session that is on Google Hangout discussion of the questions will be held online, but if you are unable to make that discussion time you are to respond to the questions and respond to others.

My goal for your project is for you to demonstrate your learning. How you do that depends on what works best for you personally.
The final project requires you to indicate how you could use the information from the book within your classroom or school. You may either write an action plan of how you plan to integrate the information, show a video of you teaching a lesson with examples from the

book, or explain how you plan to teach other teachers about the information in this book (these projects can be done either orally or written in a wide variety of forms. Be creative!)

Assigned readings (SLO's 1-3 & 6)
Participation in professional dialogue (SLO's 2, 3, 6, 7)
Formative assessments (SLO's 1-4 & 6)
Reader responses (SLO's 1-4)
Reflective journal prompts (SLO's 1-5)
Inquiry plan (SLO's 1-6)
self-assessment (SLO's 1, 5, 6, 7)

Assessment of Student Performance
Throughout the course, students will be assessed and evaluated on the completion of the following assessments:

For one (1) graduate credit
1. Complete formative assessments leading up to and/or following group discussion about the content and context of the selected book (SLO's 1-4 & 6).
2. Complete reflective journal prompts and reader responses related to aspects (topics, themes, theories, etc.) from the selected book (SLO's 1-5).
3. Develop an inquiry plan that highlights how you will incorporate your new learning into your classroom or work world (SLO's 1, 3, 4, 5, 6).
4. Create a journal detailing reflections, questions, and/or new understandings that emerge from engaging in the selected book (final self-assessment) (SLO's 1, 5, 6).
5. Participate in book discussions (SLO's 2, 3, 6, 7)

Clarification of Criteria for Assessments of Student Performance

Participation in **professional dialogue** should document the following:
   A conversation, or a series of conversations, between colleagues, which:
1. Explores an evaluation of personal teaching practice
2. Unpacks the text/research noting patterns, themes, strategies, and other perspectives.
3. Reviews or helps set personal development goals connected to the new learning.
4. Offers support and encouragement interwoven with a challenge toward best practices.

Formative assessments should document the following:
1. Key concepts, knowledge or strategies that you can incorporate into your teaching.
2. Potential connections between the text and your teaching practice.
3. Adaptations to strategies and skills that best relate to your teaching context.
4. Potential areas for further inquiry.

Reflective journal prompts and reader responses should document the following:
1. Patterns, themes, and strategies from the readings that examine your beliefs and extend your understanding of the text.
2. Potential connections between the text and your practice.
3. Potential questions for further inquiry.

Self-assessments should document the following:
1. Prior experiences and existing beliefs that guide your teaching and learning.

2. Gaps in your learning to guide the development of goal setting that connects your learning to your plans for implementing the connections you are making.
3. Areas for further inquiry.
4. Level of participation in professional dialogue.
5. The degree to which you have developed your inquiry plan in relation to the plan's criteria.

The **inquiry plan** should document the following:
1. Annotations for additional, related professional journal articles that broaden your understanding of the key concepts.
2. A plan of what you will implement as a result of your participation in the professional book study.
3. A process for how you will implement the plan.
4. A clear connection of how you will incorporate the concepts, knowledge, and strategies related to the study of the text.
5. Considerations that may be addressed prior to implementing the plan.
6. The context in which you will be implementing the plan.
7. The evaluation measures and criteria for determining the quality of the inquiry plan.

Criteria for each assessment will be explained more thoroughly, in conjunction with the instructional activities.

Grading Policies
Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Participation in professional dialogue	40 Points
Formative assessments	10 Points
Reader responses	10 Points
Reflective journal prompts	10 Points
Self-assessments	10 Points
Inquiry plan	20 Points

Graduate Grading Scale
A   90-100%
B   80-89%
C   70-79%
NC   below 70%

University Conduct and Academic Policies
Schools of Graduate and Professional Programs Student Handbook
Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy. Transcripts may be requested, free of charge, by submitting a Transcript Request form, which is found on the pdi.smumn.edu website.