



Graduate Programs in Education Course Syllabus Template

**Course Title, Number, and Section Number:**

**Networking to Create Professional Learning Communities (Reaching for the Future) – ITAG 2014  
EDUC 546-009**

**Number of Graduate Credits: 1**

**Course Location:**

**Holiday Inn Airport and Conference Center, 6111 Fleur Drive, Des Moines, IA - 50321**

**Course Dates and Times:**

- **October 13, 2014, 9:30 a.m. – 3:30 p.m. and 7 p.m. – 8:30 p.m. / October 14, 2014, 8:15 a.m. – 3 p.m.**

**Course Format (check one):**

- Fully Online** (all or nearly all the class sessions are delivered via technology [96-100% online].)
- Blended** (technology is used to deliver more than 50% of class sessions [51-95% online].)
- Partially Online** (technology to deliver 50% or less of class sessions [one class session up to 50% online].)
- X Campus/On-site** (no class sessions are replaced by technology or online.)

**Name of Approved Instructor: Doreen Underwood**

**Mailing Address: 916 N. 11<sup>th</sup> Street, Keokuk, IA 52632**

**Email address: doreen.underwood@gpaea.org**

**Home/Cell Phone: 319-524-2721**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

- **Face to Face: Available during Iowa Talented & Gifted Association conference (with exception of sessions presenting) in Des Moines on October 13 & 14, 2014.**
- **Email: Anytime at doreen.underwood@gpaea.org**

## Course Description and Required Activity:

“Networking to Create Professional Learning Communities” (Reaching for the Future)

1. Students will attend all daytime sessions of the Conference (a two-day event). Selection of conference sessions are to include the Department of Education session, the two keynote sessions, and a minimum of one additional breakout from two of the keynote speakers.
2. Students will write reflections which summarize 3 main points and 3 classroom applications from each session.
3. Reflections will be electronically submitted which clearly state the name of the session, time, and presenter.
4. Students will read publications written by two of the 2014 ITAG Keynote speakers:
  - a. Wormeli, R., “The Intellectual Life of Teachers.” ITAG News Magazine, Vol 38, Num 2, Spring/Summer 2013. <http://www.iowatag.org/wp-content/uploads/2013/01/FinalSpring14.pdf>
  - and;
  - b. Cash, R., “Top 5 Lessons Learned from Teaching Gifted Students.” ITAG News Magazine, Vol 40, Num 3, Fall 2014.
5. Conference attendees will post their reflections, connections and applications between the two required course readings by Rick Wormeli **and** Richard Cash, as well as materials presented during the 2014 ITAG conference at: <http://www.iowatag.org/wp-content/uploads/2012/07/FinalFall14.pdf>. The reflections will clearly connect new learning to practice.
6. Students will be provided with access to an online site where they will respond to key questions that are designed to continue conversations for a two-week period following the conference.

## Conceptual Framework:



*The mission of Viterbo University is to prepare students for faithful service and ethical leadership. In keeping with the mission of Viterbo University, the School of Education has as its mission the preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century.*

*Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.*

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

## Required Texts/Readings:

- Wormeli, R., “The Intellectual Life of Teachers.” ITAG News Magazine, Vol 38, Num 2, Spring/Summer 2013. <http://www.iowatag.org/wp-content/uploads/2013/01/FinalSpring14.pdf>
- Cash, R., “Top 5 Lessons Learned from Teaching Gifted Students.” ITAG News Magazine, Vol 40, Num 3, Fall 2014.

## Comparison of InTASC Standards and Iowa Teaching Standards

### InTASC Standards:

### Iowa Teaching Standards:

<b>Standard 1:</b> Learner Development	Standard 4: Instruction that meets multiple learning needs of students
<b>Standard 2:</b> Learning Differences	Standard 4: Instruction that meets multiple learning needs of students
<b>Standard 8:</b> Instructional Strategies	Standard 4: Instruction that meets multiple learning needs of students.
<b>Standard 9:</b> Professional Learning and Ethical Practice	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities
11. <b>The Viterbo Standard:</b> The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework	

Please go online for the complete, revised (2011) [InTASC Standards](#).

## Outline of Course Content:

During attendance at the 2014 Iowa Talented and Gifted Conference the participants will fully engage in the various activities, small group work, main speakers and will report on their findings and how they will implement them in the classroom this academic year.

## Assignments and Requirements:

**-Full attendance is mandatory to receive credit for this two day experience. Attendance is required during the entire conference – time frames noted at the beginning of this course syllabus**

**-Completion of the credit validation report summarizing each keynote speaker of the conference, the mini-sessions and sectionals attended. You must note and validate every session you attend during the timeframe illustrated at the beginning of the course syllabus. Please take time to reflect on the presentations and to explain how you will apply them in the classroom. Please include reflection on the readings that are included as part of this course.**

## Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

**Please note class hour requirement:** For every hour of class time, there is an expectation of two hours of work time outside of class.

***What does this mean?***

<i>Credits</i>	<i>Class Time</i>	<i>Out of Class Time</i>
1	12.5 clock hours (750 Minutes)	1800 minutes = 30 clock hours
2	25 clock hours (1500 Minutes)	3600 minutes = 60 clock hours
3	37.5 clock hours (2250 Minutes)	5400 minutes = 75 clock hours

**Methodology:** Lecture, small group workshops, videos, ITV, LCD presentations, overheads, large and small group sharing sessions and other related teaching and presentation aids will all be covered in the various lectures, large and small group work and keynote sessions.

**Evaluation Tools:**

<b>Summary</b>	<b>Expectations</b>	<b>% of Grade</b>
Discussion board Participation	Active participation in online discussion.	20%
Reflection/Writing Assignment	Clearly identifies every session, summarizes 3 main points and makes 3 classroom applications from each session	70%
Reflection over the keynote presenters' articles	Clearly summarizes 3 main points and makes 3 classroom applications from <b>each</b> article.	10%

**Rubric**

<b>Descriptors</b>	<b>Proficiency Levels</b>	<b>Your Score</b>
<u>Clear, brief</u> written description and/or summary of keynote speaker and workshops or breakout sessions attended. Clear brief written summary of the readings that were required of each participant.	<b>5</b> -thorough and complete <b>3</b> -minimal information <b>0</b> -incomplete	
Strategies are stated that each workshop presenter gave for implementation efforts. Strategies are stated gained from the readings required.	<b>5</b> -thorough and complete <b>3</b> -minimal information <b>0</b> -incomplete	
Strategies have been developed to implement learning when participant returns to school environment	<b>5</b> -thorough and complete <b>3</b> -minimal information <b>0</b> -incomplete	
Good use of spelling, grammar, punctuation, and sentence structure.	<b>5</b> -well written <b>3</b> -few errors <b>0</b> -many errors	
<b>TOTAL SCORE</b> .....	<b>Possible score:</b> <b>20 points</b>	

**Comments:**

**Grading Scales:** 20-17....A  
 16-13.....B  
 12-9.....C  
 Less than 9.....D  
 All 0's.....F