EDFS 705: Reflective Practice and Professional Development
Spring 2013
(Mondays 6:00-8:45 EDCTR 216)

Instructor: Dr. Margaret Hagood
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Contact information: hagoodm@cofc.edu
953-3377 (office)
Please use email as a primary form of contact

Office hours:
Tuesdays 10:30-12:00 and Thursdays 9:00-11:00
Virtual office hours through email contact M-Th.
Will respond within 24 hours.
By appointment

Course description
This course, an intensive study of how professional frameworks guide educators’ professional development, focuses on knowledge and skills linking ongoing reflective practice to improve pedagogy, student outcomes and professionalism. Educational research in the areas of teacher as researcher, teacher as reflective practitioner, and teacher as advocate is emphasized.

Course Objectives
- Use professional standards to assist in self-reflections of self in a classroom, as a culture bearer in the classroom and self as a teacher (SOES II; VI; SOED 8)
- Evaluate personal practice based on standards and establish measurable goals for professional growth and development integrating development of professional skills and demonstrated impact on student learning (SOES II, VI)
- Analyze and evaluate the professional literature related to the purposes of reflection, and the developmental states of reflective practice (SOES VI)
- Discuss and develop a plan using the elements, requirements, and purposes of action research as a tool for professional development (SOES II)
- Compare reflective practice and action research and articulate the relationships between the two (SOES II; SOED 4,5).
- Demonstrate use of the professional writing process in drafting, analyzing, editing and revising reflective professional essays and action research documents (SOED 8).

Required Texts


Required technology
Access to google sites course at https://sites.google.com/site/edee377/
Assignments

Cultural Autobiography Project: 15%
An opportunity to examine, analyze, and interpret your own cultural experiences that led you to teaching. You must include a description of your perceptions of the match/mismatch of your personal and professional identities and how that influences your teaching. You may either present this project as a 6-8 page written paper or as a digital movie using visual images related to your reflection (e.g., using iMovie or Movie Maker). Following the writing process, you will participate in a sharing session with your peers before your project is due.

Book Club participation: 15%
We will read 2 books for this class that examine the reflective practices of inquiry about identity and teacher and about participatory education of the work of advocates and activists. Within these book clubs, you will complete five assignments that encourage critical analyses of these areas.

Guiding Questions: 10%
You will create a list of 6-8 questions/wonderings based upon the 8 areas described in REG that you may decide to pursue as your action research project.

Literature Analyses 10%
You will read, summarize, and present 10 journal articles related to the guiding question you decide to pursue as your action research project presented in a chart format. The chart should include columns for these criteria: full citation of article, analysis of research components (including context of research, form of research, methods used); findings of research (bulleted); and connections to own research (bulleted) or what does this article mean to me and the study I am undertaking. (This chart will make up the outline of your literature review).

Literature Review: 20%
An approximately 10-page review of the literature pertinent to your research question/wondering. This includes past research studies, methodology papers, and other scholarly resources. It must follow the format of the LR text. This must be in APA 5th style, with references.

Teacher Inquiry Project: 20%
Drawing upon the literature review and the stated research question/wondering, student will conduct an inquiry project. You will then write a 10-15 page paper that includes the following:
1. an introduction/background information (drawn from the cultural autobiography) including a statement of the guiding question,
2. design of the inquiry project (procedures, data collection, and data analysis)
3. findings and implications (explain the learning using supporting data)
4. concluding thoughts (implications for practice).
This must be in APA 5th style, with references.

Inquiry and Advocacy Presentation: 10%
Students will present their action research projects and their plan for advocacy of their findings using reflective methods discussed in this course. This project must be either a prezi presentation, a website, or a video.

COURSE REQUIREMENTS
1. Completion of all assigned readings and assignments on time
2. Reading all of the course reading assignments
3. Attending class regularly and demonstrating professional dispositions
4. Demonstration of SOE Dispositions (listed below)
5. Participate in discussion intelligently and demonstrate genuine respect for all students
6. Demonstrates punctual and reliable attendance; Completes assignments on time; Understands that laws and codes of ethics guide the teaching profession

GRADUATE PROGRAM EVALUATION CRITERIA

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<tr>
<th>Grade</th>
<th>Percent Range</th>
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<td>A</td>
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**General tidbits:**

**EDEE Attendance Policy**
- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Leaving class prior to dismissal is considered an absence. One absence for ANY reason will be allowed; assignments due upon absence may be submitted prior to any planned absence. Excessive absence will result in automatic course withdrawal with the grade of WA. WA becomes an F on a transcript.
- If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision about the student’s continuation in the course.

**Americans With Disabilities Act (ADA)** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. You can also contact the Office of Disability Services at 843.953.1431.

**Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Please remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Grading**

** Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.

Any written assignment submitted is considered a final product to be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work.

**Miscellaneous**

I do not hear very well. So if you ask me a question and I don’t answer, please ask again. Likely it is because I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic covered on this date:</th>
<th>Assignment due on this date:</th>
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| Week 1| Jan. 14| Introduction and course overview Connections between identity, professional development, and reflective practice | Read Gee article (posted under Week 1)  
Read Citizenship School history article (posted under Week 1)  
Read synopsis on Freire: [http://www.infed.org/thinkers/et-freir.htm](http://www.infed.org/thinkers/et-freir.htm) |
| Week 2| Jan. 28| Advocate vs. Activist  
Teacher inquiry vs. reflective teaching  
Introduction to Cultural Autobiography Project | A: Foreword, Preface, Ch. 1  
H&F: Preface, Ch. 1  
REG: Ch. 1  
Book Club: Prompt 1 due |
| Week 3| Feb. 4 | Connections between teaching, identity, and practice  
Asking an inquiry question-Choosing a topic for a literature review  
Introduction to literature review and to inquiry project | A: Ch. 2  
REG: Ch. 2  
Bring rough draft to class of 6-8 questions/wonderings |
| Week 4| Feb. 11/No in class meeting | Importance of understanding self: Reflective practices of personal identity and professional practice | A: Ch. 3  
H&F: Ch. 2  
Book Club: Prompt 2 due  
Peer sharing of rough draft of cultural autobiography  
Narrow focus for inquiry project- hone the wonderings |
| Week 5| Feb. 18| Attending to experiences and the mind/body split | A: Ch. 4&5  
H&F: Ch. 3  
Book Club: Prompt 3 due  
Choose inquiry topic |
| Week 6| Feb. 25| The importance of others in our inquiries and reflective practice | A: Ch. 6  
H&F: Ch. 4  
REG: Ch. 3  
Book Club: Prompt 4 due |
| Week 7| Mar. 11| Connections between education and social change, Discourse, and the study of teacher identity | A: Ch. 7 & 8  
H&F: Ch. 5  
Book Club: Prompt 5 due  
Bring Literature Review Chart to class with at least 5 articles completed |
| Week 8| Mar. 18| Importance of knowing oneself in | A: Ch. 9 & 10 |
| Week 9 | Mar. 25 | Developing a research plan, developing an argument, and searching the related literature | H&F: Ch. 6  
Cultural Autobiography Due |
|---|---|---|---|
| Week 10 | Apr. 1 | How does data analysis work and how does it connect to the literature? | REG: Ch. 4  
LR: Ch. 2&3  
Literature Review Chart Due |
| Week 11 | Apr. 8 | Write up of the inquiry  
Critiquing the literature | REG: Ch. 6  
LR: Ch. 5  
Analyze data for inquiry  
Literature Review Paper due |
| Week 12 | Apr. 15 | Assessing quality of teacher inquiry  
Sharing findings broadly  
Writing the review | REG: Ch. 7 &8  
LR: Ch. 6 |
| Week 13 | Apr. 22 | Completion of action research project and preparation for class presentation |
| Week 14 | Apr. 24 | Class presentations  
Inquiry paper due |