



Corwin-School Improvement Network

Online Course Syllabus – Version: 09/15/10

Talk About Teaching! Leading Professional Conversations Featuring Charlotte Danielson

Seattle Pacific University

1-800-482-3848 to register for credits or download the online registration form here:

<http://www.spu.edu/depts/soe/spiral/registrationfinancial/SpiralWin06Reg.pdf>

Course Information:

Course Subject and Number – EDCT 5140

Number of Quarter Credits Offered for the Course – 3 graduate credit hours

Complete Course Title – Talk About Teaching! Leading Professional Conversations featuring Charlotte Danielson

Prerequisites (if any) - N/A

Instructor information - N/A

Instructor Description (20-50 words) to Include Academic Degrees, Title of Position and Experience Related to the Course Being Taught:

Charlotte Danielson is an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development.

Ms. Danielson has worked as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. This work has ranged from the training of practitioners in aspects of instruction and assessment, the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. Clients for the development of materials and training programs include ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards.

Charlotte Danielson has a rich and varied educational background. She holds a BA in history from Cornell University, and advanced degrees (in philosophy, economics, and educational administration) from Oxford and Rutgers Universities. She is based in Princeton, New Jersey, and has taught at all levels, from kindergarten through college, as well as working as an administrator, a curriculum director, and a staff developer. In her consulting work,

Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development.

Course Evaluator:

Joe Pierce, SPU adjunct faculty, will be grading the course work.

Course Description: As school leaders, participants will understand the value of reflective professional conversations in promoting a positive environment of inquiry, support, and teacher professional development, organized around the "big ideas" of successful teaching. *Talk About Teaching!* is an invaluable course for educational leaders looking to utilize one of the most powerful approaches to successful teacher learning and growth.

Throughout these 8 interactive modules, participants will learn and engage in interactive learning experiences to help them understand and apply the skills of reflective professional conversations. They will hear directly from Charlotte via webinars and video segments while interacting with other participants through PD 360's forums and learning communities.

Course Objectives/Student Expectations: School leaders will learn the importance of how leading professional conversations impact learning around the Big Ideas that consists of four questions:

- 1) What constitutes important learning?
- 2) What causes learning?
- 3) How are students motivated?
- 4) What is intelligence, and how do students' views influence their actions?

In addition, course participants will learn and practice the essential linguistic skills around professional conversations to include: establishing rapport, using positive presuppositions, inviting and sustaining thinking, and probing and paraphrasing. They will further their conversational skills by understanding the effectiveness of the different types of support and feedback: directive, collaborative, and non-directive. Finally, participants will be able to identify the three areas of conversational responses: feedback, guidance, and coaching. Course participants must assume responsibility for their own learning and success as presented in an online course environment in the following areas:

Reflection Questions: Reflection questions are provided periodically after certain videos and/or activities. The expectation is that participants will critically think about the questions and provide thoughtful responses to each question.

Group Forums: This online course requires a substantial number of group forums in which participants are asked to commit and contribute. The group forums enable participants to develop collaborative relationships with other participants in the course around learning lessons in each module.

Case Studies: Participants are asked to either read or analyze video segments, and respond to various case studies pertaining to the issues of having professional conversations.

Video Analysis: For several activities, participants are asked to watch and analyze a video segment, and complete a worksheet capturing key learning outcomes.

Conducting Classroom Visits: After participants watch a video segment on conducting classroom visits, they will have the opportunity to conduct their own,

implementing skills they have learned in the course. They are given a handout to log their visit and will be asked to share their experiences in the online forum.

Conversational Activities: As a final project, participants will conduct a conversation activity with a group of colleagues, and videotape the experience. They will select and upload five minutes of their video to the group forum where reflection and feedback will take place.

Required Learning Resources/Methods of Instruction (i.e., videos, audio tapes, hands-on, field trips, Internet, etc.): Instructional strategies include video, PowerPoint, readings, reflection questions, forum participation, class implementation of strategies, peer review, and collaboration.

Text and/or Required Reading List: Video and text are provided as part of the course work and tasks for each course unit. Participants will be required to download e-chapters from the following book:

Danielson, Charlotte (2009). *Talk About Teaching! Leading professional conversations*. Thousand Oaks, CA: Corwin Press

Content/Topics and Outline for Each Session

Introduction to Talk About Teaching!

Description: This module is designed to have the author, Charlotte Danielson, welcome the participants to the online course environment. In addition, participants will 1) understand the course content and resources, 2) be trained in how to navigate through the course, and 3) agree to the course requirements. All modules will instruct participants on how to apply the concepts behind *Talk About Teaching!* in their profession through the use of video and sample activities. Participants will be asked to reflect on their learning lessons, submit responses to reflection questions, and contribute to group discussions.

Component	Description
Information	Welcome to the course
Video Segment	Charlotte Danielson and Candi McKay converse about the inspiration behind <i>Talk About Teaching!</i>
License Notice	Course license where participants will be required to agree to terms
Video Segment	Video segment that provides online the course overview and training on how to use the various learning tools embedded within this course
Resource	Course Syllabus
Information	Explanation on how to utilize the Main Group and smaller Discussion Groups
Information	Graduate Course Credit
Information	Online Facilitator and Tech Support information
Group Forum	Participants introduce themselves to the group

Module 1:

Power of Professional Conversations

Description: The purpose of the first module is to 1) understand the importance of how professional conversation promotes learning, and 2) consider the opportunities available to engage in conversation about teaching. The discussion questions in this module will engage participants in thinking about their prior experiences with professional conversations and the impact they've had in promoting learning for both themselves as well as the teachers they lead. As a result, participants will begin to reflect on their strengths and develop areas for growth.

Component	Description
Information	Module 1 Learning Outcomes
Video Segment	The Imperative for Improvement in Teaching
Information	Instructions on how to choose and analyze the next set of video segments.
Video Segment	Video A: Pushing at the Margins
Group Forum	Respond to questions after analysis of Video A
Video Segment	Video B: Driving Feedback
Group Forum	Respond to questions after analysis of Video B
EChapter	Read Chapter 1
Group Forum	Reflect and respond to questions after reading Chapter 1
Group Forum	Share three teacher responses

Module 2:

Power and Leadership

Description: School leaders have a dual role as they must balance positional authority with the demands of leading a professional staff. The purpose of this module is for school leaders to understand the dual nature of their role, the relationship between power and leadership in schools, and the ways they can exercise their role to mobilize a school in the service of a common vision.

Component	Description
Information	Module 2 Learning Outcomes
Video Segment	Striking the Power-Leadership Balance
EChapter	Read Chapter 2
Group Forum	Reflect and respond to questions after reading Chapter 2
Reflection	Review and analyze case study
Information	Description of Clarkstown Central School District in New York

Video Segment	Clarkstown District: Learning From Experience
Group Forum	Reflect and respond to questions regarding Clarkstown video segment
Information	Description of structures that support learning followed by instructions on choosing one video clip for analysis
Resource	<i>Powerful Designs for Professional Learning</i> , edited by Lois Easton Brown (NSDC, 2008)
Video Segment	PD360 Video: Powerful Designs I
Video Segment	PD360 Video: Powerful Designs II
Video Segment	PD360 Video: Powerful Designs III
Video Segment	PD360 Video: Powerful Designs IV
Group Forum	Reflect and respond to questions on exploring new approaches

Module 3:

The Big Ideas, Part 1

Description: Participants will understand the Big Ideas that serve as the foundations for conversations among educators in the school. In addition, the module provides activities and strategies that school leaders may use to build understanding of the Big Ideas with their staff. The activities will engage the learners in examining each of the Big Ideas in depth, first by considering questions intended to extend their thinking, and next by looking for the Big Ideas in action as they view videos of classroom practice.

Component	Description
Information	Module 3 (Part 1) Learning Outcomes
Video Segment	Forging Consensus on the Big Ideas
EChapter	Read Chapter 3
Group Forum	Reflect and respond to "What Constitutes Important Learning?"
Group Forum	Reflect and respond to "What Causes Learning?"
Group Forum	Reflect and respond to "How Are Students Motivated?"
Group Forum	Reflect and respond to "What Is Intelligence?"
Information	Research Sharing activity
Resource	Three Point-Thinking document
Group Forum	Share your research

**Module 3:
The Big Ideas, Part 2**

Description: Participants will extend their learning on the Big Ideas by having the opportunity to view video of classroom instruction and reflect on their observations as it pertains to the Big Ideas.

Component	Description
Information	Module 3 (Part 2) Learning Outcomes
Information	Instructions on the video learning task
Resource	Big Idea handout
Video Segment	Video of elementary instruction
Resource	Sample answers for elementary instruction
Group Forum	Reflect and respond to elementary instruction video learning
Video Segment	Video of middle school instruction
Resource	Sample answers for middle school instruction
Group Forum	Reflect and respond to middle school instruction video learning
Video Segment	Video of high school instruction
Resource	Sample answers for high school instruction
Group Forum	Reflect and respond to high school instruction video learning

**Module 4:
Topics of Conversation**

Description: This module will have participants understand the topics of conversation, derived from the Big Ideas that serve as a basis for meaningful, professional conversations between a teacher and an observer. Educators familiar with the *Framework for Teaching* (Danielson, 2007) may notice the overlap between the topics of conversation and the components of the Framework. Each topic represents a cluster of several components, enabling the observer to focus the conversation on the larger concepts of practice.

Component	Description
Information	Module 4 Learning Outcomes
Video Segment	Tying Conversations to the Big Ideas
EChapter	Read Chapter 4
Reflection	Reflect and respond to questions after reading Chapter 4
Group Forum	3-2-1 Reflection task with group
Resource	Read article by Bruce Jackson
Group Forum	Participants share responses addressing the concepts just learned

Module 5:

Learning Conversations Skills

Description: The purpose of this module is to understand that engaging in meaningful professional conversations requires certain skills. School leaders must understand and develop these skills in order to have productive conversations. For some leaders, this will represent a significant shift in how they approach conversations with teachers. There are two components of this module. The first part examines the conversation skills presented in Chapter 5 which present several opportunities to recognize these skills in action. The second part provides practice in using these skills to conduct informal professional conversations.

Component	Description
Information	Module 5 Learning Outcomes
Video Segment	Skills That Promote Professional Conversation
EChapter	Read Chapter 5
Resource	Coaching Conversation worksheet
Resource	Coaching Conversation answer key
Information	Instructions on the Demonstration Lesson activity
Video Segment	Conversation Skills Demonstration
Group Forum	Reflect and respond to learning experience in Demonstration Lesson activity
Reflection	Reflect on your own practice
Resource	Topic of Conversation Guiding Questions handout
Reflection	Reflect on own informal conversation activity

Module 6:

Leading the Conversation, Part 1

Description: The primary purpose of this module is to develop skills in conducting informal, professional conversations with teachers regarding events of a learning experience observed in their classrooms. The module presents three types of responses that are commonly offered to teachers following a classroom visit, based on the developmental level of the teacher and the events that were observed during the classroom visit. Participants will practice leading professional conversations, providing feedback to teachers, and asking questions that promote reflection and learning. Participants will consider the factors that impact informal professional conversations, and learn ways to embed these conversations into the daily practice (culture) of their school.

Component	Description
Information	Module 6 (Part 1) Learning Outcomes

Video Segment	Settings for Professional Conversations
Resource	Continuum of Support chart
Group Forum	Share an experience
Resource	Feedback, Guidance, and Coaching chart
Activity	Conversational Phrases exercise
Resource	Conversational Phrases answer key
Video Segment	Feedback, Guidance, and Coaching video learning activity
Group Forum	Reflect and respond to questions on video learning

Module 6:

Leading the Conversation, Part 2

Description: Participants will have the opportunity to view case studies as well as try implementing professional conversations in their own schools.

Component	Description
Information	Module 6 (Part 2) Learning Outcomes
EChapter	Read Chapter 6
Information	Instructions for the Classroom Visit video learning activity
Video Segment	Classroom Visit
Reflection	Reflect and respond to questions regarding the Classroom Visit activity
Information	Instructions on how to conduct classroom visits
Resource	Classroom Visits Guiding Questions handout
Resource	Classroom Visits Log template
Group Forum	Reflect and respond to classroom visit learning experiences
Video Segment	Clarkstown District: Culture of Conversation

Module 7:

Get the Conversation Started

Description: The purpose of this module is for participants to understand the prerequisite conditions necessary for powerful professional conversations, and to use this information to conduct an assessment of the conditions present in their school. As a result, participants will be able to choose and implement specific activities from Chapter 8 that provide the skills and understandings needed to move forward.

Component	Description
Information	Module 7 Learning Outcomes
Video Segment	The Prerequisite Conditions

EChapter	Read Chapter 7
Reflection	Reflect and respond to questions after reading Chapter 7
Activity	School Culture Survey
Activity	Action Plan
EChapter	Read Chapter 8
Information	Instructions on the Conversation activity
Group Forum	Reflect and respond to learning experiences on the Conversation activity
Reflection	End of course reflection

Due Dates of Major Assignments, Projects, and Examinations: All tasks in the folders must be completed to get credit for the course.

Course participants are required to complete all activities and reading assignments in the course.

Grading Criteria/System and Evaluation Activities: Grading will be evaluated by Seattle Pacific University and based on letter grades.

Plans for Transferring Skills Into the Work Setting (if applicable): The course objective is for school leaders to understand the value of reflective professional conversations in promoting a positive environment of inquiry, support, and teacher professional development, organized around the "big ideas" of successful teaching. Participants will learn and engage in interactive learning experiences to help them understand and apply the skills of reflective professional conversations.

Instructions on how to submit coursework for grading, address to mail coursework to, and/or a cover sheet for the coursework that will include space for the students' names, social-security numbers and contact information:

Coursework will be delivered strictly online as the PD 360 platform supports this method. Coursework will be managed by the course evaluator. The course evaluator will collect assignments and grade them according to the criteria outlined above. In addition, the course evaluator will have access to the task reports for each user. All information can be transferred to SPU upon request.

Bibliography of course content to include author, title, publisher, and copyright date (MLA or APA format):

Danielson, Charlotte (2009). *Talk About Teaching! Leading professional conversations*. Thousand Oaks, CA: Corwin Press

Welcome to Seattle Pacific University's (SPU) Distance Learning program. We look forward to working with you on this distance learning course and hope you will learn a great deal from it. Read these Introductory Pages carefully and keep them for future reference.

These pages include:

- ✓ Suggestions for completing a distance learning course
- ☎ Key Contact Information
- 📄 General Policies, Procedures and Information
- 📄 Transcript Request Form

✓ ***Suggestions for Completing a Distance Learning Course***

Please contact PD360 if you have any questions about course content or assignments.

1. Take particular note of assignments to be turned in for evaluation and any dates or deadlines for submitting these assignments. Please keep careful track of the final course deadline.
2. Set an initial schedule for completing the different sections of the course. Even if you end up revising the schedule, it will give you a goal on which to focus.
3. Keep a copy of all assignments that you mail to the instructor. This is a useful "back-up" in case an assignment is lost in the mail.

☎ **Key Contact Information**

Contact SPU regarding:

- Grades and Transcripts
- Due Dates and Extension Requests
- Course Completion/Grade Verification

Distance Learning Office800/482-3848

Student Academic Services

Transcript Information Line206/281-2034

Web access/PIN questions.....206/281-2032

Distance Learning Web Pagewww.spu.edu/spiral

Contact PD 360 regarding:

- Registration
- Tuition Payment, Course Fees or Proof of Payment
- Course Content
- Course Materials
- Questions about Final Assignment Submission

PD 360 Phone.....1-866-835-4185

PD 360 Emailsupport@schoolimprovement.com

Web Page: <http://www.schoolimprovement.com/products/pd360/>

General Policies, Procedures and Information

COURSE COMPLETION PROCEDURES

Where do I turn in my final assignment for grading? Once you have completed all course work, send your certificate of completion and your final assignment to the course instructor via email to:

Joseph Pierce
pierct@spu.edu

You will receive a Pass / Fail grade for this course. If you want a letter grade, you must request this in your course work submission email to the instructor. Requests after your course work has been submitted are not allowed.

All instructors have three weeks to grade course work once received.

GRADING & TRANSCRIPT ISSUES

How do I obtain a record of my grade after I have completed the course? SPU provides a record of your grade in two ways: official transcripts and unofficial transcripts.

- **Official transcripts** are \$5.00 per copy and must be requested in writing. A request form has been included with this packet. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an official transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. This will avoid the receipt of transcripts that still include your "N" grade. Submit your request *with the \$5.00 payment* to Student Academic Services at the address printed on the form. **Note: Grades are posted to transcripts no sooner than five working days after the receipt of grades by SAS.**
- **Unofficial transcripts** are printed free of charge. If you need an unofficial copy of your grade prior to the end of the quarter, please use the transcript request form provided with these Introductory Pages. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an unofficial transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. Mail the request to the address on the form.

Can I access my transcript and grades on the Internet? Yes. From any computer linked to the Internet you can

- view your unofficial transcript including courses for which you are registered and grades you have received, and
- print out an unofficial transcript for your personal records. (Your personal records will remain secure and private.)

Follow these steps to view your academic records on the Internet.

1. If you have not previously given SPU your birthdate, you must provide that information to the Student Academic Services office. You will need to fax an enlarged copy of your

driver's license, a request to add your birthdate to your student file, and your signature to fax number 206-281-2669. Questions about this can be directed to 206-281-2032.

2. Access the main SPU homepage: <http://www.spu.edu>
3. Under the "Current Students" tab select the "Banner" option. This is your entry point into SPU's academic record database.
4. Enter your username and password.

New Users: Click the "Are you a new user?" link and follow instructions to set up your account.

Previous Users: If you've previously logged into the Banner Info System click the "Having problems logging in?" link from any login page for assistance 24/7.

5. Choose the "Student Menu".
6. Choose the "Grades & Transcripts Menu" and select the option.

What if I am trying to get my grade back in time for a deadline? If you have a specific date by which you need your grade, we recommend that you send in your transcript request early, asking that the transcript be held for processing until after the grade you need has been received. Then, allow a **minimum of eight weeks** from the date you submit your final assignment.

Note: Student Academic Services (SAS) is the only official source for verification of student registration, course completion and grades. University instructors are not permitted to supply this type of verification and will refer all requests of this nature to SAS.

ACADEMIC INTEGRITY

The structure and format of most distance learning courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an SPU distance learning course are expected to adhere to the following standards of academic conduct.

Academic Work: Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they were one's own work is unacceptable.

Aiding Honesty in Others: The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violation of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

ADDITIONAL INFORMATION

What if I have any additional questions about SPU policies or my distance learning course? For other questions, call the appropriate department listed on the first page of these Introductory Pages. We are happy to assist you in successfully completing your distance learning course. We hope that you will enjoy your educational experience at SPU.