

## 1.0 Graduate Credit - ONLINE

### ED 589: Accountable Professional Learning Communities

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course

#### COURSE DESCRIPTION:

Participants in this e-course will learn the nuts and bolts behind successful professional learning communities by exploring the Dufour, Dufour & Eaker (2008) and Venables (2011, 2014) models. The teacher and administrative roles within them will be studied as they work toward on-going maintenance and the data analysis that leads to improved student achievement. From vision to PLC mission, each participant will build an action plan specific to grade-level and subject-area PLC needs.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Appraise and justify the rationale behind the successful formation of a school PLC.
- Plan for and practice with several models of cross-curricular, grade and departmental PLCs.
- Apply the Dufour & Dufour PLC model to PLC teams using assigned protocols, and then reflect on the experiences.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Dufour, R., Dufour, R., & Eaker. (2010). *Learning By Doing*. Bloomington, IN: Solution Tree
- Higgs-Horwell, M., & Schwelik, J. (2007). Building a Professional Learning Community: Getting a Large Return on a Small Investment. *Library Media Connection*, 26(3), 36-38.
- Venables, D. (2014). *How Teachers Can Turn Data Into Action*. Alexandria, VA: ASCD.

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- Venables, D. (2011). *The Practice of Authentic PLCs*. Thousand Oaks, CA: Corwin Press, 2011.

### Recommended Text:

- Chiou-hui, C. (2011). Teachers' Professional Development: Investigating Teachers' Learning to do Action Research in a Professional Learning Community. *Asia-Pacific Education Researcher*, 20(3), 421-437.
- Dees, D., Mayer, A., Morin, H., & Willis, E. (2010). Librarians as Leaders in Professional Learning Communities through Technology, Literacy, and Collaboration. *Library Media Connection*, 29(2), 10-13.
- Dufour, R., Dufour, R., & Eaker. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.
- King, K. P. (2011). Professional Learning in Unlikely Spaces: Social Media and Virtual Communities as Professional Development. *International Journal Of Emerging Technologies In Learning*, 6(4), 40-46.
- Prytuia, M. P. (2012). Teacher Metacognition within the Professional Learning Community. *International Education Studies*, 5(4), 112-121. doi:10.5539/ies.v5n4p112.

### COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

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### GRADE DISTRIBUTION AND SCALE:

#### Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

#### Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.