

UNIVERSITY OF CONNECTICUT
NEAG SCHOOL OF EDUCATION
EdD PROGRAM

EDLR 5205 (337): PROFESSIONAL DEVELOPMENT
EDLR 6092 (460): RESEARCH PRACTICUM

Summer Semester 2008
Tuesday 4:00—9:00 pm
Connecticut Association Schools, Cheshire, CT

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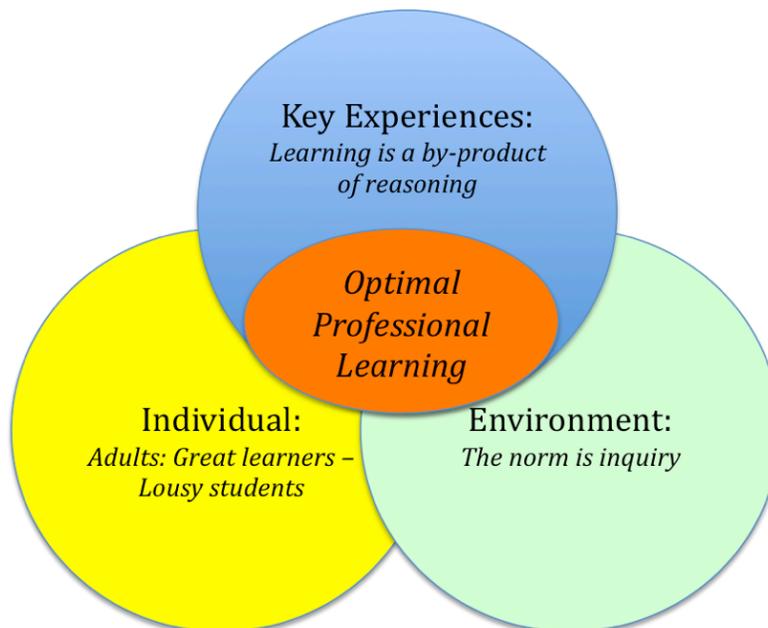
COURSE OBJECTIVE

Participants will explore the proposition that professional learning initiatives are most effective when they:

- (1) Build on professionals' proclivity to be great learners but lousy students;
- (2) Build on key experiences that engage professionals in reasoning deeply about problems of practice; and
- (3) Build environments where the norm is inquiry.

If any one of these components is missing, the professional learning initiative will be less than optimal.

Figure 1: TRIO Model of Professional Learning



Date	Topic	Readings & Assignments
Background Readings		
	<p>“Suggested readings” are available in the Resource Section of the Task Stream site. They outline many of the problems and issues associated with PD in education.</p> <p>Citations for “additional readings” are also included in the syllabus. These documents are not included on the Task Stream site.</p>	<p><i>Suggested Background Readings</i></p> <ul style="list-style-type: none"> ◦ Ingvarson , Meiers & Beavis (2005) ◦ Lewis, et al. (1999) ◦ Parsat, et al. (2001) ◦ Provasnik, & Dorfman (2005)
<p>Component 1: Build on professionals’ proclivity to be great learners but lousy students: Adults are highly capable learners. They use mental models of how the world works (derived from their experiences) to self-regulate their actions in order to meet their innate needs. They have a great capacity for keeping this process intact. Because they prefer to self-regulate what and how they learn, they make lousy students. Because their mental models guide their professional learning and practice, professional learning programs focus first on refining both the content-based and metacognitive dimensions of the mental models they use to guide their practice.</p>		
<p>May 6 Week 1</p> <p>May 13 Week 2</p>	<p>On-Line Sessions #1 and #2</p>	<ul style="list-style-type: none"> ◦ Begin: (a) interview with colleague; (b) Sheckley, Lemons, et al (2007). ◦ Begin: (a) Brooks, 2007; (b) Deci & Ryan (2000); (c) Eckert & Bell (2005); (d) Ertmer & Newby (1996); (e) Hofstadter (2001)
<p>May 20 Week 3</p>	<p>Class Session #1</p> <p>Introduction to the course Discussion of pilot interview Overview of the proposition for the course Data Analysis: Making Meaning from Words</p>	<ul style="list-style-type: none"> ◦ By 5/20 (a) complete interview with 1 colleague (pilot); (b) complete Sheckley, Lemons, et al (2008) ◦ Continue readings for Component 1
<p>May 27 Week 4</p>	<p>On-Line Session #3</p>	<ul style="list-style-type: none"> ◦ Conduct interviews ◦ Post assigned responses on Task Stream ◦ Continue readings for Component 1
<p>June 2 Week 5</p>	<p>Class Session #2</p> <p>Discuss Interviews Discuss learning and the interaction of innate needs, self-regulation, and mental models Qualitative Analysis & Interpretation</p>	<ul style="list-style-type: none"> ◦ By 6/2: Complete readings for Component 1 ◦ By 6/2: (a) Complete 4 interviews; (b) Begin Analyses of interviews ◦ Post assigned responses on Task Stream site ◦ Begin work on Draft of Section 1 of final paper. ◦ Begin Creswell (2002), Chapter 9; Patton (2002): 431-447; Johnson (2002), Ch. 8.
<p>June 9 Week 6</p>	<p>On-Line Session #4</p>	<p>By 6/9: Post Draft of Section #1 of paper on Task Stream;</p>

Component #2: Build on key experiences that engage professionals in reasoning deeply about problems of practice. Learning is a by-product of reasoning. Engaging professionals in experiences in which they actively reason through problems of practice leads to refinements in mental models and thereby enhances professionals' abilities to resolve these problems. Engaging them in such experiences also builds, via implicit learning, the tacit knowledge that provides an expert-like sense or feel that guides performance on complex tasks.

June 17 Week 7	<p align="center">Class Session #3</p> <p align="center">Discuss interviews Discuss learning as a by-product of reasoning Discuss how experience enhances learning Discuss implicit learning and tacit knowledge</p> <p align="center">Data Analysis Continued Building Academic Frameworks</p>	<ul style="list-style-type: none"> ◦ By 6/17 read: (a) Bakken, L. (2002); Clark & Elen (2006); Garet et. al. (2001); Sheckley (2003). ◦ Recommended: (a) Ford, Smith, Weissbein, Gully, & Salas (1998); (b) Markham & Gentner (2001); Reber (1989); (c) Sheckley & Keeton (2001) ◦ Post Responses on Task Stream site ◦ Begin: Yin (1994), Ch. 5; Patton (2002): 477-482.
June 24 Week 8	On-Line Session #5	Post Responses on Task Stream site
<p>Component #3: Learning occurs in environments where inquiry is the norm. A work environment that supports inquiry into problems of practice has twice the impact on improving performance as does interventions (e.g., workshops) that address only the individual learner. A work environment that is characterized by a climate of "constructive controversy," that provides informal learning opportunities, and organizes "circumstances" that prompt learning can enhance professional learning.</p>		
July 1 Week 9	<p align="center">Class Session #4</p> <p align="center">The norm is inquiry: Constant, comparative, collaborative, and unfettered</p> <p align="center">Writing Effective Academic Works</p>	<ul style="list-style-type: none"> ◦ By 7/1 read: (a) Cress & Hesse (2006); (b) Gully et al. (2002); (c) Saylor & Kehrhahn (2001) ◦ Recommended: (a) Alper, Tjosvold & Law (1998); (b) Dubner & Levitt; (c) Spear & Mocker (1984) ◦ Post Responses on Task Stream site ◦ Begin: Stake (1995), Ch. 8
July 8 Week 10	Task Stream Session 6	By 7/8: Post on Task Stream Draft of Section #2 of paper

<i>Putting it all together</i>		
July 15 Week 11	Class Session #5 Using an inquiry process that is constant, comparative, collaborative, and unfettered is one way to design professional learning initiatives.	<ul style="list-style-type: none"> ○ Sheckley & Allen, 2005 ○ Post Responses on Task Stream site
July 22 Week 12	On-Line Session #7	By 6/22: Post on Task Stream Draft of Section #3 of paper
July 29 Week 13	Class Session #6 Professional learning can be an uphill battle because of the strength of ideas about education that are embedded in practice	<ul style="list-style-type: none"> ○ Torff (1999)
August 5 Week 14	On-Line Session #8	By 8/5: Post Final Paper

TEXTS

Sheckley, B. G., & Keeton, M. T. (2001). *Improving Employee Development: Perspectives from Research and Practice*. Bloomington, IN: First Books.

Patton, M.Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks: Sage Publications.

Optional

Pfeffer, J., & Sutton, R. I. (2000). *The knowing—doing: How smart companies turn knowledge into action*. Cambridge, MA: Harvard Business School Press.

Sheckley, B. G., Lamdin, L., and Keeton, M. T. (1993) *Employability in a High Performance Economy*. Chicago: Council for Adult and Experiential Learning

WestEd. (2000). *Teachers who learn, kids who achieve: A look at schools with professional development*. San Francisco: WestEd. Available <http://www.wested.org/cs/wew/view/rs/179> [2002, May, 17]

Workforce 2020: Work and Workers in the 21st Century. (2002). Washington, D.C.: Hudson Institute.

ARTICLES

Suggested Background Readings

Ingvarson, L., Meiers, M., & Beavis, A. (2005, January 29). Factors affecting the impact of professional development programs on teachers' knowledge, practice, student outcomes & efficacy. *Education Policy Analysis Archives, 13 (10)*. Retrieved April 18 2006 from <http://epaa.asu.edu/epaa/v13n10>.

Lewis, L. Parsad, B. Carey, N., Bartfai, N. Farris Westat, E. (1999). *Teacher Quality: A report on the preparation and qualifications of public school teachers*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (NCES 1999-088). Retrieved May 17 2002 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999080>

Parsat, B. Lewis, L., Farris Westat, E. (2001). *Teacher preparation and professional development 2000*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement (NCES 2001-088). Retrieved May 17 2002 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001088>

Provasnik, S., & Dorfman, S. (2005). *Mobility in the teacher workforce: Findings from the condition of education 2005*. Washington, D.C.: National Center for Educational Statistics, U.S. Department of Education Institute of Education Sciences, NCES 2005-114. Retrieved April 20 2006 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005114>

Additional Background Readings

Blank, R. (1998). *Enhancing Opportunities, Skills and Security of American Workers*. American Workers and the Workplace: What We Know, What We Value and What Should Be Done, Aspen, CO., Council of Economic Advisors Aspen Institute.

Designing effective professional development: Lessons from the Eisenhower program (Executive Summary). (1999). Washington, D.C., U.S. Department of Education, USDOE document # 99-3. Available at www.ed.gov/offices/osu/eval/elem.html

Does professional development change teacher practice? Results from a three-year study: Executive Summary (2000). Washington, D.C.: Planning and Education Service. DOC # 2000-04. Available <http://www.ed.gov/offices/OUS/PES/esed/report.pdf> [2002, May 18]

Enhancing Opportunities, Skills and Security of American Workers. American Workers and the Workplace: What We Know, What We Value and What Should Be Done, Aspen, CO., Council of Economic Advisors Aspen Institute.

Futurework: Trends and challenges for work in the 21st Century (1999). Executive Summary and Chapter 7 Implications of workplace change. Washington DC: U. S. Department of Labor.

Russell, L. (2001). *Why are my skills out of date?* Russell Martin Associates. Available: <http://www.russellmartin.com/articles.html> [2002, May 15].

Component 1: Individual

- Brooks, D. M. (2007). When preaching flops [Electronic Version]. *New York Times.com*: [3http://select.nytimes.com/2007/06/22/opinion/22brooks.html?8ty&emc=ty](http://select.nytimes.com/2007/06/22/opinion/22brooks.html?8ty&emc=ty). Retrieved June 22.
- Deci, E. and R. Ryan (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry* 11(4), 227-268.
- Eckert, E., & Bell, A. (2005). Invisible force: farmers' mental models and how they influence learning and actions. *Journal of Extension* 43, 3, Article number 3FEA2. Retrieved June 25, 2005, from <http://www.joe.org/joe/2005June/a2.shtml>
- Ertmer, P. G. and T. J. Newby (1996). The expert learner: Strategic, self-regulated, and reflective. *Instructional Science* 2,; 1-24.
- Hofstadter, D. R. (2001). Epilogue: Analogy as the core of Cognition. In D. Genter, K. J. Holyoak & B. N. Kokinov (Eds.), *The Analogical Mind: Perspectives from Cognitive Science* (pp. 499-538). Cambridge, MA: The MIT Press.
- Seel, N. M. (2006). Mental models and complex problem solving: Instructional effects. In J. Elen & R. E. Clark (Eds.), *Handling Complexity in Learning Environments: Theory and Research*. New York: Earli.
- Sheckley, B., Lemons, R., Kehrhahn, M., Bell, A., & Grenier, R. (2008). *Enhancing the Development of Educational Leaders: An Approach Based on Principles of How Adults Learn Best*. Department of Educational Leadership, University of Connecticut.

Component 2 : Key Experiences

- Bakken, L. (2002). Role of experience and context in learning to diagnose lyme disease. *The Journal of Continuing Education in the Health Professions*, 22, 131-141.
- Clark, R. E., & Elen, J. (2006). When less is more: Research and theory insights about instruction for complex learning. In J. Elen & R. E. Clark (Eds.), *Handling Complexity in Learning Environments: Theory and Research*. New York: Earli.
- Garet, M. S., A. C. Porter, et al. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal* 38(4): 915-945.
- Sheckley, B. G. (2003). *Experience Enhances Learning: A Tribute to the Ideas of Morris T. Keeton*. Paper presented at the Council for Adult and Experiential Learning 2003 International Conference: Effective Adult Learning Strategies, San Diego, CA.

Recommended

- Ford, J. K., Smith, E. M., Weissbein, D. A., Gully, S. M., & Salas, E. (1998). Relationships of goal orientation, metacognitive activity, and practice strategies with learning outcomes and transfer. *Journal of Applied Psychology*, 83(2), 218-233.
- Markham, A. B., & Gentner, D. (2001). *Thinking*. *Annual Review of Psychology*, 52, 223-247.
- Reber, A. S. (1989). Implicit learning and tacit knowledge. *Journal of Experimental Psychology: General*, 118(3), 219-235.

Component 3: The Environment

- Cress, U., & Hesse, F. W. (2006). The social complexity in establishing and sharing information resources. In J. Elen & R. E. Clark (Eds.), *Handling Complexity in Learning Environments: Theory and Research*. Boston: Earli.
- Gully, S. M., Beaubien, J. M., Incalcaterra, K. A., & Joshi, A. (2002). A meta-analytic investigation of the relationship between team efficacy, potency, and performance. *Journal of Applied Psychology*, 87(5), 819.
- Saylor, P.R. & Kehrhahn, M.T. (2001). The influence of the implementation of a transfer management intervention on transfer of training. In O.A. Aliaga (Ed.) *2001 AHRD Conference Proceedings*. Baton Rouge, LA: AHRD.

Recommended

Alper, S., D. Tjosvold, et al. (1998). "Interdependence and controversy in group decision making: Antecedents to effective self-managing teams." *Organizational Behavior and Human Decision Processes* 74(1): 33-52.

Dubner, S. J. & Levitt, S. D. (2006). A star is made: The birth-month soccer anomaly., *New York Times Magazine*.

Spear, G. & Mocker, D. (1984). The organizing circumstance: Environmental determinants in self-directed learning. *Adult Education Quarterly* 35 (1), 1-10.

Putting it all together

Sheckley, B.G., & Allen, G. (2005). Professional Learning as Inquiry (PLAI). Final Report submitted to the Teachers for a New Era Project. Unpublished manuscript, University of Connecticut.

Torff, B. (1999). Tacit knowledge in teaching: Folk pedagogy and teacher education. In R. J. Sternberg & J. A. Horvath (Eds.), *Tacit knowledge in professional practice: Researcher and practitioner perspectives* (pp. 195-213). Mahwah, NJ: Erlhbaum.

Qualitative Data Analysis and Writing

Cresswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (pp. 242-270). Upper Saddle River, NJ: Pearson.

Johnson, A. P. (2002). *A short guide to action research* (71-82): Boston: Allyn & Bacon.

Patton, M.Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks: Sage Publications.

Stake, R. E. (1995). *The art of case study research* (pp.121-132). Thousand Oaks: Sage Publications.

Yin, R. K. (1994). *Case study research: Design and methods* (102-126). Thousand Oaks: Sage Publications.

GRADING

<i>Task Stream Participation (15 points X 4 Forums)</i>	<i>60 points</i>
<i>Drafts of components (20 point X 3 drafts)</i>	<i>60 points</i>
<i>Final Paper</i>	<i>165 points</i>

“A” range > 90% of points earned; “B” range > 80% points earned; “C” range > 70% points earned. “Plus” (+) designations will be assigned for the upper third of each range. “Minus” (-) designations will be assigned for the lower third of each range. Example: 87% = B+.

TASKSTREAM DISCUSSIONS

TASKSTREAM discussions are forums for you as researchers to float ideas about the topics and issues you are thinking of including in your case presentation. In your postings you will contribute ideas to each of 4 discussion forums. These forums parallel the sections of the paper you will develop for the course. For more information about the focus for each forum, see the description of each topic included in the assignment for your final paper. To assist you in writing each section of your paper, post a short draft of your ideas on the topic in Task Stream. You will place three postings in each forum: (1) A brief statement of your construal of a research premise; (2) As a reply to this posting, a brief description of the contrast between your theoretical construal of professional learning and the data from your interviews; (3) As a second – and separate reply – post a brief statement of how you would strengthen the link between the research-based idea on professional learning and the actual situation in your interviews. Ideas and feedback from others may help you write your final paper.

- *Forum 1 – Introduction.* Provide a general description of the individuals you interviewed. Include in this introduction a brief statement of a problem situation on which you are focusing. Link to this problem issue a statement of how professional learning can help to address the problem. Post a brief description of this introduction in this forum.

- *Forum 2 – Theoretical premise about adults as good learners but lousy students vs. actual situation in your interviews.* In this forum summarize briefly your construal of the research on adults as good learners but lousy students and implications for professional learning. As a “reply” to this construal post a brief description of how the situation in your interviews is in line with – or contrasts with – this research-based premise. As a “reply” to this description, outline briefly one idea you have for strengthening the link between the actual situation and your theoretical construal.
- *Forum 3 – Theoretical premise about key experiences vs. actual situation in your case.* In this forum summarize briefly your construal of the research on key experiences and the implications for on professional learning. As a “reply” to this construal post a brief description of how the situation in your interviews is in line with – or contrasts with – this research-based premise. As a “reply” to this description, outline briefly one idea you have for strengthening the link between the actual situation and your theoretical construal.
- *Forum 4 – Theoretical premise about the work environment vs. the actual situation in your case.* In this forum summarize briefly your construal of the research on work environments and their impact on professional learning. As a “reply” to this construal post a brief description of how the situation in your case presentation is in line with – or contrasts with – this research-based premise. As a “reply” to this description, outline briefly one idea you have for strengthening the link between the actual situation and your theoretical construal.

Evaluation. You can earn up to 15 points/unit (15 points X 4 forums = 60 points total) for posting a response that contributes to the discussions in the forums.

- **NOTE:** TaskStream discussions proceed best when everyone posts comments in each forum. I reserve the right to reduce the point total if you do not respond fully to each forum. Example: You submit only 1 of the 3 postings in a forum; you receive 5 of the 15 points for that forum.

***SEE ATTACHMENT #1
Page 10-11
for full description of research project***

Academic Integrity

Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on *Academic Integrity in Graduate Education and Research* contained in the May 2001 edition of the University of Connecticut *Responsibilities for Community Life: The Student Code*. Students are responsible for the understanding: (a) forms of academic and scholarly misconduct described in the statement, and (b) procedures to be followed by an instructor, the Graduate School, and a student in the event of alleged misconduct.

Class Preparation

Substantial preparation for each class is required for a successful experience in this course. As an active participant in this class, you are expected to prepare for each class session. Your attendance and participation are essential.

Application of Technology in Course and Minimum Technology Requirements for Students

Achievement of the course objectives will require, in part, application of electronic and digital technologies by students and instructors.

Student Applications include:

- Online activities and asynchronous online interactions via the Internet on the course Taskstream site. Activities and interactions will include, but are not limited to, participating in discussion, posting and downloading file attachments, accessing reference files, making entries into course calendar, completing feedback forms.
- Communicating and sending/receiving document attachments via electronic mail (email).
- Searching, retrieving, and reading information and documents from World Wide Web sites.
- Accessing files of course readings from CD-RW disk.

Instructor Applications include items listed for Students above, plus:

- Design and maintenance of course Taskstream site contents, including posting of syllabus and other reference files.
- Presentation of course content via electronic media and software programs such as PowerPoint, Visio, Word, etc.
- Preparation of digital files of course readings and copying files to CD-RW disks for distribution to student.

Minimum Technology Requirements for Students:

Each student must have regular access to technology with the following capabilities:

- Read Adobe Acrobat files on CD-RW (read-write) disk.
- Access Internet course Taskstream site via Netscape or MS Explorer browser.
- Conduct information searches using the World Wide Web and create links to information sites.
- Read and post entries on course Taskstream.
- Download documents in Adobe Acrobat and MS Word software formats from course Taskstream. (Preferred additional capability to download files in Visio and PowerPoint software formats.)
- Send and receive email.
- Send and receive/open email attachments in MSWord (preferred) or Rich Text format software formats. (Preferred additional capability to receive/open files in Visio and PowerPoint software formats.)
- (Preferred capability to print downloaded files.)

Observance of Religious Holidays

After reviewing the syllabus carefully, please contact the instructors if you foresee a conflict between the due date for a major assignment and your religious observations.

Reasonable Accommodation

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact either a course instructor or the Center for Students with Disabilities if you feel you may be qualified.

Notice of Revisions to Course Syllabus

This syllabus may be revised during the semester. Students will be notified of revisions in a timely manner.

Attachment 1

Research Project

In completing this research project you will collect data and use this data to write up an analysis of the gap between the theoretical proposition for this course and the information you gather in your interviews. The analysis will compare and contrast your construal of the theoretical formulations upon which the course is based with the actual situation you find in your interviews. (See example on the Task Stream site.) In developing the analysis, you will gather information about professional learning using a set of interviews. You can strengthen your analysis if you can use at least one source of information that is additional to your interview (e.g., flyers on professional learning programs, minutes of professional development planning meetings).

Outline of Final Paper

In a final paper you will write up an analysis of the ways research-based and theoretical formulations about professional learning play out in a set of interviews. If all goes well, this paper may qualify as a section of your dissertation project. For this reason the paper follows a format used in writing a dissertation – including adherence to APA guidelines (5th Edition).

- (1) *Introduction*. In the introduction provide: (1) A brief description of the context (i.e., district and/or school) of your problem of practice; (2) a brief description of the problem of practice; (3) a brief description of how professional learning is positioned to address or related to this problem; (4) a brief description of your interviewees (5) a brief session describing your methods for data gathering and analysis (3 pages, double-spaced).
- (2) *Theoretical premise about adults as good learners but poor students vs. actual situation in your interviews*. In this section summarize briefly your construal of the research on the theoretical premise and the implications for professional learning. Use a concept map developed from the readings as the frame for this construal. (3 pages, double spaced). Analyze how the information from your interviews was in line with – or contrasted with – this research-based premise (3 pages, double spaced). Present a specific example of how you would strengthen the link between the theoretical and actual situation in the case (1 page, double spaced).
- (3) *Theoretical premise about key experiences vs. actual situation in your case*. In this section summarize briefly your construal of the research on the theoretical premise about key experiences and the implications for professional learning. Use a concept map developed from the readings as the frame for this construal. (3 pages, double spaced). Analyze how the information from your interviews was in line with – or contrasted with – this research-based premise (3 pages, double spaced). Present a specific example of how you would strengthen the link between the theoretical and actual situation in the case (1 page, double spaced).
- (4) *Theoretical premise about the work environment vs. the actual situation in your case*. In this section summarize briefly your construal of the research on the theoretical premise about the environment and the implications for professional learning. Use a concept map developed from the readings as the frame for this construal. (3 pages, double spaced). Analyze how the information from your interviews was in line with – or contrasted with – this research-based premise (3 pages, double spaced). Present a specific example of how you would strengthen the link between the theoretical and actual situation in the case (1 page, double spaced).
- (5) *Summary*. Provide a short, concluding summary that highlights the main theme(s) of your case presentation (1 page, double-spaced).

Timeline

Since your analyses will likely evolve over the course of the semester, you will post drafts of one of the components you are working on during each of the Task Stream sessions. We will read and provide suggestions on the draft. You will pull these drafts together into a final paper you will hand in at the end of the semester.

May 20.....	Begin collecting information for using the interview protocol; Begin posting your thoughts and ideas on Task Stream
June 9	Post Draft 1 – Introduction and Section #1 of final paper:
July 1.....	Post Draft 2 – Sections #2 of final paper
July 22.....	Post Draft 3 – Section #3 of your final paper
August 5	Post Final Paper on Task Stream

Evaluation

Draft Papers. You will receive 15 points for posting a draft by the scheduled date. The draft review process is set up to encourage you to get your ideas down on paper so that your ideas can evolve and be refined throughout the semester. The more complete the draft you hand in, the more thorough will be the feedback you will receive.

Final Paper. The evaluation will use the criteria that follow.

Introduction..... 15 points

- (1) Brief description of the context (i.e., district and/or school) of your problem of practice;
- (2) Brief description of the problem of practice;
- (3) Brief description of how professional learning is positioned to address or related to this problem;
- (4) Brief description of your interviewees
- (5) Brief session describing your methods for data gathering and analysis

Theoretical premise about adults as good learners but poor students vs. actual situation in your case..... 45 points

- (1) Construal of the research on this premise (including concept map) and the implications for professional learning (15 points)
- (2) Analysis of how the information in your interviews is in line with – or contrasts with – this research-based premise (15 points)
- (3) Specific example of how you would strengthen the link between the theoretical and actual situation in the case (15 points)

Theoretical premise about key experiences vs. actual situation in your case. 45 points

- (1) Construal of the research on this premise (including concept map) and the implications for professional learning (15 points)
- (2) Analysis of how the situation in your case presentation is in line with – or contrasts with – this research-based premise (15 points)
- (3) Specific example of how you would strengthen the link between the theoretical and actual situation in the case (15 points)

Theoretical premise about the work environment vs. the actual situation in your case. 45 points

- (1) Construal of the research on this premise (including concept map) and the implications for professional learning (15 points)
- (2) Analysis of how the situation in your case presentation is in line with – or contrasts with – this research-based premise (15 points)
- (3) Specific example of how you would strengthen the link between the theoretical and actual situation in the case (15 points)

Summary..... 15 points

- (1) The concluding section highlights the main points of the paper.

TOTAL..... 165 points

BONUS 10 points

- (1) The paper does not exceed 26 pages (excluding references and title page) for the paper.