



EDF 513: Teacher Growth and Renewal

1 credit

Hybrid Delivery: One-day Retreat (8:30-4:00) and Online

**Professor Information**

Christy McConnell, PhD

Office Hours: Mondays, 4:45-5:45 on Zoom.

Office Hours Zoom Link:

<https://unco.zoom.us/my/cmcconnellcolorado>

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**Course Description**

Explores the confluence of who we are personally and professionally as educators. Focus on teacher well-being, professional sustainability, and renewal toward the aim of educational longevity.

Retreat registration (you must register for the retreat to be eligible for the graduate course credit):

<https://centerforteachergrowthandrenewal.org/retreat-registration>

UNC course info/registration: <https://extended.unco.edu/courses/courses-workshops/edf-513-teacher-renewal-growth/>

**Course Overview**

In this course educators explore the relationship between who they are and how they teach. The confluence of these identities is where powerful and transformational teaching resides. But to get there, to find this nexus, teachers must have opportunities to learn about and express their beliefs about the world, about education, and about their passions and purposes therein. Through this wisdom of connection, teachers create a wholeness of practice that aligns their beliefs and actions in the thoughtful service of students and themselves.

The well-being of teachers can emanate from the confluence of self-awareness and research-based professional practices as they intersect in Perceptive Teaching.

Perceptive teaching, as introduced in *Lesson Planning with Purpose: Five Approaches to Curriculum Design* (2020) describes the intersection of research on culturally responsive teaching and educational motivation. Perceptive teachers acknowledge the relationship between who they are—open minded, aware, caring, and authentic—with what they do—personalize the educational experience, teach the whole person, teach with intention, and support the development of autonomy. This awareness aligns with five curriculum design approaches meant to help teachers bring together their strengths and interests with intentional lesson planning toward the aim of meaningful educational experiences for all involved.

This work is imperative now, in this moment, because the profession and its constituents are in crisis. The demands of this work are driving many away from the classroom, and fewer new teachers are entering the profession. The work of teachers can be exhausting physically, emotionally, and spiritually, and 48% of them are considering leaving the profession. This is a crisis for our students, as well as for our teachers and for our society.

### **Outline of Course Topics**

- The connection between personal and professional identities
- Practices that sustain teaching over the career lifespan
- A focus on designing meaningful educational experiences for students and teachers
- The eight elements of *Perceptive Teaching*

### **Course Objectives**

1. Students (teachers) will develop an understanding and appreciation for the relationship between their own well-being and the well-being of their students.
2. Students (teachers) will engage in reflective practices, such as journaling, picturing, letter writing, and others to deepen their understanding of their own practices and needs for wholeness and well-being.
3. Students (teachers) will develop skills associated with self-care and will design an on-going plan to sustain their own well-being that supports their teaching.
4. Students (teachers) will identify the links between their own reflections and self-care with creating a positive classroom environment.

### **Professional Standards Addressed in this Course**

#### **Colorado Teacher Quality Standards and Elements**

#### **Quality Standard IV: Teachers reflect on their practice.**

**Element b:** *Teachers link professional growth to their professional goals.*

**Element c:** *Teachers are able to respond to a complex, dynamic environment.*

**InTasc Standards**

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard 9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.*

**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.*

**The American Educational Studies Association (AESA) Standards:**

**Standard I:** *Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6, 1.7)*

**Standard II:** *Professional preparation leading to initial teacher certification and/or licensure shall include studies (at least one course, preferably two or more) in the foundation of education as described in Standard I. The **interpretive perspective** assists students in examining and explaining education within differing contexts, the meaning, intent, and effect of educational institutions. The **normative perspective** assists students in examining and explaining education in light of value orientations. The **critical perspective** assists students in examining and explaining education in light of its origins, major influences, and consequences.*

**Course Requirements**

- Conduct a project that extends your learning from the retreat.
- Participate in three discussions sharing your progress.

**Bases for Course Grade**

<b>Evidence</b>	<b><u>Approximate percentage of grade</u></b>
Active retreat Participation at The Center for Teacher Growth and Renewal	40%

Canvas discussions and reflections (Assignments One and Two)	20%
Long term sustainability plan (Assignment Three)	40%

Rubrics are available on Canvas.

### Method of Evaluation

The following grading scale will be used to assign a final course grade:

94 – 100% = A	93 - 90% = A-	89 - 87% = B+
86 – 84% = B	83 – 80% = B-	79 - 77% = C+
76 – 74% = C	73 – 70% = C-	69 – 67% = D+
66 – 64% = D	63 – 60% = D-	59 – 0% = F

### Recommended Texts

- *Lesson Planning with Purpose: Five Approaches to Curriculum Design*. McConnell, Conrad and Uhrmacher. Teachers College Press. ISBN: 9780807763988

### Required Materials

- Reliable and consistent internet access
- Access to a Webcam with audio

### Policy Statements

[https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus\\_statements.aspx](https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx)

### Course Structure

To respond to the needs of 21<sup>st</sup> Century learners and to engage with the ever-expanding technological components of the educational landscape, this course is offered in in a hybrid format that blends an in person retreat workshop with interactive online activities through Canvas.

### Course Readings

The schedule of readings is subject to change based upon student learning and interest. All updates will be posted in the weekly tabs in our course site.



## Final Project

Please choose one option from this menu of ideas (all suggested by our Center for Teacher Growth and Renewal session leaders). If you would like to do a combination of ideas, just contact us and propose it! The concept is this: apply your learning from the retreat to your practice in some **regular** way (your interpretation – daily, weekly?). Please plan to share what you did in our culminating Zoom call.

*(retreat participation = 40%; final project = 40%; final discussion/reflection = 20%)*

### Menu of Project Options

#### ***From “Centering and Grounding,” by Marissa McCullough, Montessori School of Denver***

- Intentionally begin each day with a short gratitude practice (say aloud, write it down, draw it, etc.). Do you notice any shifts?
- Try ending your school day reflecting on 2-3 positive moments or interactions (say aloud to yourself, share with a colleague, write it down, draw it, etc.). Do you notice any shifts?
- Introduce the [Thanksgiving Address](#) to your classroom (be sure to give credit to the [Haudenosaunee](#) (hoe-dee-no-SHOW-nee) peoples), ask your students to create their own list of thanks and display it in the classroom to read and refer back to daily or as needed.

#### ***From “A Teaching Compass,” by Sarah Campbell, South High School***

- Gather a weekly lunchtime group of teachers to discuss the compass questions: Where have you been in this profession? Where are you now? Where do you want to be?
- Each week for four weeks, choose a compass direction and reflect on it regularly, either through journaling or art or a combination.
- In your building, allow your compass to challenge you to new relationships/connections. Each week, choose a direction (e.g., south) and an amount of time (e.g., 2 minutes) and walk; see where your journey takes you, and talk to who you find there. Journal about your experience.

**From “Perceptive Teaching,” by Christy McConnell, University of Northern Colorado, and Bradley Conrad, Capital University**

- Select one quality from “Who I am” and one quality from “What I Do.” Attend to how each shows up in your practice and life. Once you have developed an awareness, create a plan to intentionally enhance the qualities in your teaching and life. What happens as you do so? Reflect on the process through a written or visual journal, letters to yourself, or other means that are helpful for your process.
- Talk about two or more of the qualities of perceptive teaching with your students. Ask them for their perspectives on what they like about their teachers and school experiences. Ask them to help you choose one or two to work on together. Create a way to reflect on your own and with your students, and use a written, visual, auditory or other form to share your process.

**From “Purple Cloak: Exploring the Art of Alchemy-Curation,” by Amanda Bucher, Cherry Creek Elevation**

- A musical, video, poetic, written, or visual reflection on the art of alchemy curation or how to transform hardship into beauty in our educational and/or personal spaces
- A lesson plan, unit or activity where you used ideas, strategies, or insights from the session
- Your own version of Thich Nhat Hahn's "Please Call Me by My True Names" - a piece that captures both the pain and beauty, the paradoxical nature, of life as a teacher

**From “Seasons of Teaching” by Chris DeRemer**

- Your Identity and Experience Map: Create a timeline of key people and experiences in your life. Add those that are joyful, challenging, powerful, painful, created learning or impacted your identity. Then, construct a 1-page reflection about what you noticed. How have these people and experiences cultivated you into who you are today?
- Thank You Notes: Write a Series of thank you notes to people who have positively impacted your journey as an educator. Send those notes to the people if you no longer work with them or see them on a regular basis. Express to them your gratitude for their impact. Then, construct a reflection to submit for credit that explains how the process of gratitude to these people impacted you as an educator.
- Your Lesson Plan for Student Reflection: Create a lesson plan that pushes students to reflect on the key people and moments in their lives that made them who they are today. Ask them to construct a timeline or a visual that depicts key moments in their lives and have them reflect on how these experiences made them who they are.

**Wildcard: Create a Workshop for The Center for Teacher Growth and Renewal**

Having experienced the workshops yourself, what gifts and expertise do you have that you could share with others toward the aim of flourishing? Design something that you would like to teach, and we will consider it for the future.