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EDGE

+

Teaching  
Channel

COURSE SYLLABUS

# LEARNERS EDGE

Syllabus to be used for review or approval only.

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Engaging and applicable courses are the heart and soul of Learners Edge. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Learners Edge courses work perfectly for teachers needing to relicense/recertify or working to move up through their salary schedule.

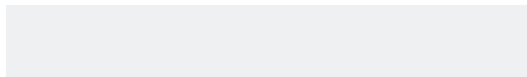
Learners Edge offers continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

#### Current Partner Universities:

([www.learnersedge.com/about-courses/university-partners](http://www.learnersedge.com/about-courses/university-partners))

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

*(indicate anticipated university/college partner below)*



#### Course Creation and Evaluation:

Courses are created and evaluated by educators with, at a minimum, a Master's Degree and professional experience and/or licensure in the content area. Evaluators offer specific feedback for submitted coursework. There is ongoing communication between the student and the evaluator.



#### SPRING SESSION

##### Registrations Accepted

July 16–March 15

##### Coursework Due\*

April 15

#### SUMMER SESSION

##### Registrations Accepted

December 16–July 15

##### Coursework Due\*

August 15

#### FALL SESSION

##### Registrations Accepted

March 16–October 22

##### Coursework Due\*

November 15

\*Or first business day after the 15th if due date falls on a weekend.



# COURSEWORK DETAILS

## THE RIGOR OF LEARNERS EDGE CONTINUING EDUCATION GRADUATE LEVEL COURSES.

### Professional Learning Model:

The Learners Edge Professional Learning Model is research-based and is used to develop ALL content including continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms and to their students:



### Course Content:

Learners Edge courses are rigorous and based on the Learners Edge Professional Learning Model. Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Course texts include a solid balance of research and applicability and are, typically, seminal in nature written by major authors in the field of education including Marzano, Danielson, Greene, DuFour, and Jensen. Many courses incorporate tutorial videos, multi-media clips and research-based articles to additionally supplement course texts. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Required Reading(s) and Read and Respond Essay Questions:** Participants are required to connect new learning from readings to professional practice.

**Resource Requirement:** Participants are expected to find resources related to the course content to enhance professional practice and deepen understanding of the course content.

**Reflection Requirement:** Because reflection is key to deepening one's learning, participants are required to complete a reflection paper by responding to a prompt to encourage critical thinking specific to course content and teaching and learning.

**Applications:** Participants are required to complete a variety of applications allowing them to implement new learning in their classrooms or schools.

<b>Course Name</b>	Impactful Coaching: Reflection, Support, Growth
<b>Course Number</b>	OL 5084
<b>Course Credits</b>	3

**NOTE:** This syllabus is an **outline** of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

### Course Description

Instructional coaching is a highly effective way to help teachers develop a reflective practice. Through this course, participants will learn how to differentiate coaching strategies to assist teachers at all stages of development to become more reflective and, in turn, make a bigger impact in the classroom. Participants will learn how to ask questions that encourage reflection, plan effective coaching sessions, and analyze videos of coaching in action. Whether experienced or new to coaching, this course is a must take!

**Goals and Objectives:** As a result of participation in this course, participants will:

1. Use provided prompts specific to effective coaching strategies to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design activities that incorporate effective coaching strategies and the power of reflective practice.
3. Prepare an activity to collaborate with teachers about SMART-R goals and reflective practice.
4. Implement strategies to apply SMART-R goals to professional practice.
5. Develop an action plan to challenge the status quo related to effective coaching and conferencing practices.

### Required Text/Reading:

**Text(s):** Hall, P., Simeral, A. (2017). *Creating a culture of reflective practice: Capacity-building for schoolwide success*. Alexandria, VA: ASCD.

All readings and resources are linked within their respective assignments.

**Knowledge Base:** Knowledge base, in part, is affirmed in the writing and research of these references:

Brookfield, S. (2017). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass, A Wiley Brand.  
Brown, B. (2018). *Dare to lead. Brave work. Tough conversations. Whole hearts*. New York, NY. Random House.

Aguilar, E. (2018). *Onward. Cultivating emotional resilience in educators*. New York, NY. Wiley.

Eisenberg, E. B. (2017). *Instructional coaching in action: an integrated approach that transforms thinking, practice, and schools*. Alexandria, VA: ASCD.

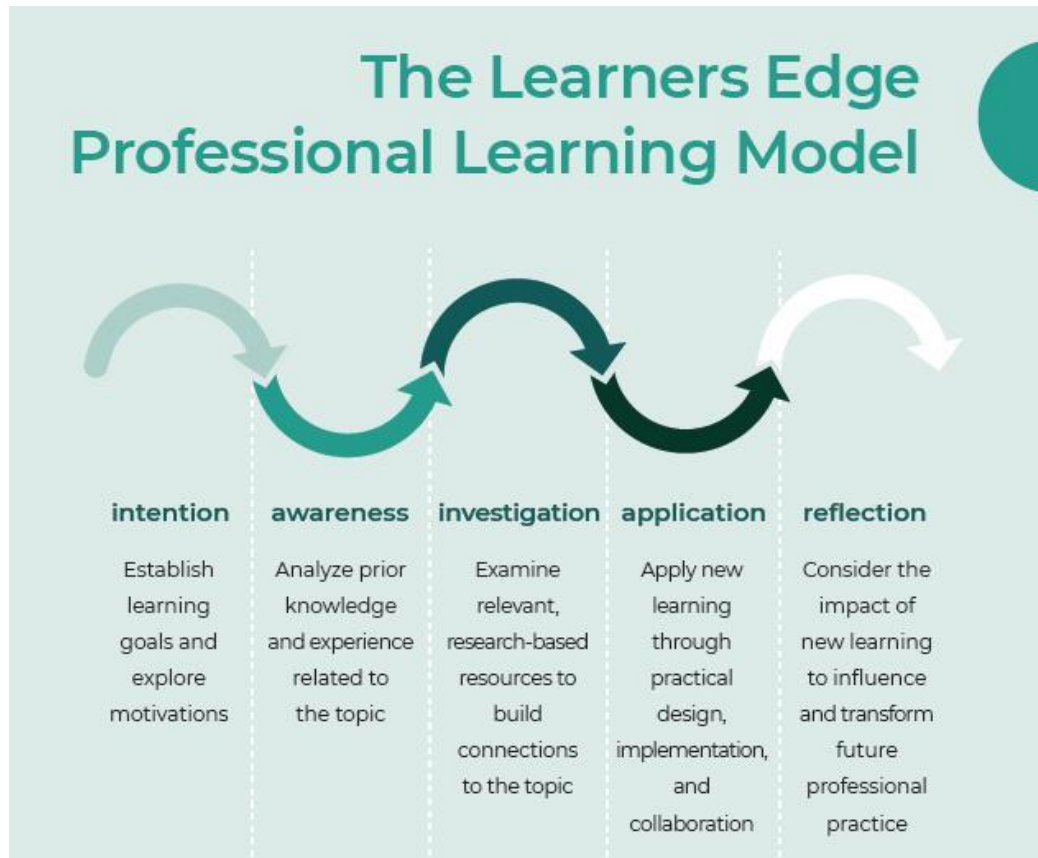
Knight, J. (2017). *The impact cycle: what instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin.

Marzano, R. J. (2017). *New art and science of teaching: more than fifty new instructional strategies for academic success*. S.I.: Solution Tree.

Sweeney, D., & Harris, L. (2017). *Student-centered coaching: the moves*. Thousand Oaks, CA: Corwin.

All coursework is to be completed in the Learners Edge online environment.

## The Learners Edge Professional Learning Model



Learners Edge was founded for and by teachers, so we know our way around a K-12 classroom. However, as similar as they are in some ways, adults are different *learners* than K-12 students. We researched best practice models and arrived at our own framework for adult learning, which we use to write our continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms. This will ultimately have positive impacts on their students. The Five Components are outlined in the visual above.

All coursework is to be completed in the Learners Edge online environment.

## Course Rubrics

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

### Module 1

*Grading: Since there is only one criterion for grading in Module 1, the Investigation Part 1: Read and Respond grade is the student's grade for the module.*

	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.		
<b>Investigation Part One: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Learners Edge online environment.

## Module 2

*Grading: Student earns an "A" if at least half of "Outstanding Performance" criteria are met. If fewer than half "Outstanding Performance" criteria are met, student earns a "B."*

Application 1 Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

<b>Application 2 Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
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All coursework is to be completed in the Learners Edge online environment.



<b>Application 3 Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
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All coursework is to be completed in the Learners Edge online environment.

Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Summary of Resource</b>	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
<b>Relation to Personal Assumptions or Course Content</b>	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	
<b>Impact on Professional Practice</b>	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

### Module 3

*Grading: Student earns an "A" if at least half of "Outstanding Performance" criteria are met. If fewer than half "Outstanding Performance" criteria are met, student earns a "B."*

Application 1 Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Application 2 Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
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<b>Reflection Rubric</b>	<b>A Grade = Outstanding Performance</b>	<b>B Grade = Target Performance</b>	<b>Below Target Performance</b>
<b>Connection to Statement of Intention and Awareness</b>	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Learners Edge online environment.

<b>Summary of Learning</b>	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
<b>Description of Positive Influence or Transformation</b>	<p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines.</p> <p>OR</p> <p>Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p>	<p>Coursework includes one general idea for changes in one's professional practice.</p> <p>OR</p> <p>Coursework includes one action step for positively impacting other stakeholders.</p>	

## Module 1

### 1. Intention and Awareness Statement

At Learners Edge, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about reflective practice.
- Summarize your previous knowledge about reflective practice.
- Share any previous experience you have with learning about reflective practice.
- List two learning goals you have for the course.

*We are happy you are here! Thank you for taking this course with Learners Edge. As a reminder, all coursework must meet graduate level standards including grammar, spelling, and mechanics. Your responses should thoroughly and accurately address all questions/prompts by summarizing key concepts from readings. You are welcome to include inferences related to your professional practice or experiences to support your answers. If coursework does not meet these standards, it will be returned, and you will be asked to revise and resubmit your work based on the evaluator's feedback.*

*Thank you and enjoy your course! -Learners Edge*

### 2. Investigation: Read and Respond

After reviewing the assigned resources, please respond in an organized paragraph five sentences or longer unless otherwise noted.

- Consider the hypothesis introduced in Chapter 2: "Our ability to reflect frequently, accurately, and deeply about our actions is what sets apart the excellent from the mediocre." What do you think about this idea? Use examples from your own practice to support your response.
- Refer to the Reflective Cycle introduced and described in Chapter 2, then summarize how each part of the cycle works together.
- Chapter 3 introduces how instructional coaches can use transformative feedback and differentiated coaching. Share how these strategies can be used to support teachers in developing a reflective practice.
- Explain how a culture of reflective practice can be developed at a school by picking two of the questions on page 49 to answer in your response.
- Fundamental 3, described in Chapter 7, discusses the importance of celebrating our successes and calibrating our understanding. Summarize why both of these are important components of a reflective practice.
- Chapter 9 introduces the idea of transformational feedback. In your own words, explain what makes feedback transformational. Use examples from your own teaching or coaching experience in your response.
- Describe three reasons why it is important for coaching to be differentiated.

**All coursework is to be completed in the Learners Edge online environment.**

- H. Chapter 10 features the following quote: “We must be aware of something to pay attention to it.” Identify how this quote relates to helping teachers in the unaware stage.
- I. The text describes four stages that teachers may go through. As a coach, summarize why it's helpful to identify the developmental stages of your teachers.
- J. When coaching, you will likely work with teachers at each of the four stages. Explain which of the stages you would find most challenging.

## Module 2

### 1. Investigation: Resource Review

Please identify two resources related to (but not directly from) the course content that will enhance your professional practice and deepen your understanding of the course. For example, consider looking for resources that will:

- Allow you to extend your learning beyond the course
- Challenge your beliefs or assumptions
- Provide an alternative viewpoint to course content

Resources selected may be blogs, podcasts, websites, videos, documentaries, films, articles, books, journals or combination. Resources selected should be recent - published within the last five years.

Summarize what you learn from critically analyzing each resource. (Examples of critical analysis include asking questions, looking for gaps in information, disputing contradictions, etc.) Please explain how the resource supports or challenges your assumptions and/or course content and how the information presented will impact your professional practice.

To meet “A” criteria as outlined in the course rubric, please include at least two different examples detailing how the resource supports or challenges assumptions AND explain two ways this resource will impact your professional practice. Each resource review should total 2 paragraphs, or more. For each resource, include:

- Title
- Author
- Copyright or publishing date
- URL if applicable

### 2. Application: Innovate

Teachers need to understand the importance of a reflective practice before they develop their own. This application asks you to provide teachers with an appreciation of why reflective practice is so valuable to growth.

Begin by watching this video of a teacher reflecting on a second grade science lesson, and notice how Ms. Hershberger and Ms. Glover help Ms. Katsanos reflect on her lesson:

Claims, Evidence and Reasoning: Reflection

Now, imagine you are leading a PD session with a group of teachers you will be coaching. The goal of your session is to get the teachers excited about developing a reflective practice and receiving support from you.

Prepare a 15 minute or longer presentation (Google, Prezi, PowerPoint, etc.) for your PD session that addresses the following questions:

- What is reflective practice?
- Why is reflective practice important?

All coursework is to be completed in the Learners Edge online environment.



- How can coaching support reflective practice?

\*You will need to make sure your Google document is properly shared for your evaluator to view it. Here's a helpful video on sharing documents if you need it, along with Google's own directions.

### **3. Application: Implement**

Turning SMART goals into SMART-R goals is a concrete way to help teachers become more reflective. Imagine you are coaching a teacher in a grade and subject level that are familiar to you, and you're about to help the teacher with goals. Fill out our "SMART and SMART-R" chart (you'll be asked to make a copy) describing five or more SMART goals for the students, and corresponding SMART-R goals for the teacher. Finally, in 2 sentences or more for each row, please share how you will implement coaching sessions to help the teacher achieve their SMART-R goals.

### **4. Application: Collaborate**

Because of the nature of instructional coaching, collaboration can be a powerful way to solidify the relationship between coach and teacher. After all, a coach walks with teachers on their journey instead of approaching critique in a punitive way. Help yourself to infuse more collaboration in your coaching sessions by completing one of the options, below.

#### **Option 1: Post Observation - Classroom Management**

Imagine you are in a post-observation conference with a teacher who is struggling with classroom management. The teacher is currently at the conscious stage of the Continuum of Self-Reflection.

In one page or more, structure and write a plan for your post-observation conference. In your plan, be sure to:

- Describe the goals of your coaching session, including specific intentional collaboration you'll implement with the teacher.
- Detail 5 or more actions you'll take, and indicate the corresponding rationale for each action.
- Explain how you will use the Continuum of Self-Reflection to help the teacher develop a reflective practice
- Discuss SMART-R goals that the teacher could set for future lessons

#### **Option 2: Critique the Coach**

Watch this coaching session between coach Joshua Parker and teacher Marquis Colquitt. As you watch, consider the stage of development where Mr. Colquitt might be.

#### **Transforming Practice Through Coaching**

This is a great opportunity to practice providing feedback! Write a letter to Mr. Parker, analyzing his coaching session. In your one page or longer letter, include the following:

- Your estimate of Mr. Colquitt's stage of development
- Ways you believe the coaching session went well
- Identified elements of collaboration between coach and teacher
- Suggestions for improvement
- Suggestions for ways to support and collaborate with Mr. Colquitt to assist him in moving to the next level of development

## Module 3

### 1. Application: Challenge the Status Quo

According to the text, teachers can be at any of 4 stages of development in the professional development. Demonstrate how you can help teachers grow as they challenge the status quo. Please complete one of following options.

#### Option A: Intrinsic Motivation

In Chapters 10-14, you have learned about teachers at each of the four stages of development. Use what you have learned to fill in the Coaching Development Stages chart (you'll be asked to make a copy), listing five characteristics of teachers at each stage and 1 or more strategies you could use with each developmental group. This can be a resource for you in your coaching practice!

#### Option B: Extrinsic Influence

Throughout the book, the authors present a variety of vignettes about teachers at different stages. Choose one of those vignettes, and using what you read about the teacher's development, create a 1 page or more pre-conference plan to help the teacher move through their identified stage of development. In your plan, please include:

- A brief summary about where you find the teacher amongst the four stages, and why
- The focus of your pre-coaching session
- Five reflection questions you would ask the teacher
- 1 goals you would look for in a future observation and how you would help the teacher develop towards that goal

*Hint: This may be a great start to creating your own coaching form to use with future teachers! This is not a requirement for this application, only a suggestion.*

### 2. Application: Question Bank

One of the keys to helping teachers develop reflective practices is asking the right questions, but it can be hard to think of the best questions in the middle of a coaching session! Watch instructional coach Kim Cofino talk about the anatomy of a great question:

#### Sentence Stems & Questions Starters

Now, watch this video from Teaching Channel called, "New Teacher Coaching Cycle: Looking Closely at Text," to see how coach Joshua Parker encourages teacher Hannah Hollins to reflect on her practice. As you watch, be sure to take note of any statement or question you'd like to remember for your coaching practice. After you watch, please complete the assignment that follows.

Using information from the videos along with the ideas on pages 148-149 of the text, make a coaching question and statement "bank" you can refer to when coaching teachers. Include at five or more questions/statements you could ask teachers at each of the four teaching stages (unaware, conscious, action, refinement), for a total of 20 questions.

### 3. Application: Letter to Admin

In order to truly develop a culture of reflective practice, administrators, instructional coaches, and teachers all need to work together.

Write a one page or more letter to your administrator describing elements of reflective practice you'd like to see fostered in your school or district, and suggestions to move forward with your fellow teachers, coaches and you to support a culture of reflective practice.

All coursework is to be completed in the Learners Edge online environment.

You don't have to submit your letter, but you can! We encourage you to spread the idea of instructional coaching far and wide.

#### **4. Reflection**

In two or more double-spaced pages, synthesize your learning from the course by summarizing what you will do differently in your professional role moving forward, as a result of your learning. To meet “A” criteria as outlined in the course rubric, your reflection should include:

- An evaluation of your learning goals from your Statement of Intention and Awareness in Module 1 (In other words, how have you grown?)
- Three or more detailed connections to specific course applications, information from readings and other activities completed
- Two or more specific ideas for changes to your professional practice or ideas for positively influencing others (students, parents, colleagues, administrators, community members, etc.). Please include action steps and timelines for moving forward.
- One future learning goal you have related to your course’s content.

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