



## **COURSE SYLLABUS**

### **MASTER OF ARTS IN EDUCATION**

#### **Curriculum Description**

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

#### **Program Objectives**

1. **Advanced Knowledge Acquisition:** Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.
2. **Research Proficiency:** Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.
3. **Culturally Responsive Teaching:** Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.



4. **Leadership Development:** Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.
5. **Curriculum and Instruction Design:** Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.
6. **Technology Integration:** Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.
7. **Policy and Advocacy:** Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

## Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory:** Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.
2. **Conduct and Analyze Research:** Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.
3. **Implement Inclusive Practices:** Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.
4. **Exhibit Leadership Skills:** Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.
5. **Design Effective Curriculum:** Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.



**6.Utilize Technology Effectively:** Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

**7.Engage in Policy Advocacy:** Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.



## **COURSE SYLLABUS**

<b>Course Title:</b>	<b>SCHOOL PERSONNEL DEVELOPMENT</b>
<b>Credit:</b>	3 Units / "PASS / NO PASS"
<b>Time Allotment:</b>	3 Hours / Week
<b>Professor:</b>	PIC Faculty Email: info@pic.education

### **I. COURSE DESCRIPTION**

This course explores the principles and practices of school personnel development, focusing on the professional growth of educators and staff within educational institutions. Emphasis will be placed on the design, implementation, and evaluation of professional development programs that enhance teaching and learning, foster collaboration, and promote a culture of continuous improvement.

### **II. COURSE OBJECTIVES**

By the end of this course, students will be able to:

- Analyze the role of personnel development in improving educational outcomes.
- Design effective professional development programs based on adult learning theories.
- Evaluate the impact of professional development initiatives on teacher performance and student learning.
- Develop strategies for fostering a collaborative and supportive school culture.
- Address the challenges and opportunities in personnel development in diverse educational settings.

### **III. LEARNING OUTCOMES**

Upon completion of this course, students will be able to:



### **1. Understanding Personnel Development:**

- Articulate the significance of school personnel development in enhancing educational quality and outcomes.

### **2. Application of Adult Learning Theories:**

- Analyze and apply adult learning theories to design effective professional development programs tailored to educators' needs.

### **3. Needs Assessment Skills:**

- Conduct comprehensive needs assessments to identify professional development priorities within educational settings.

### **4. Program Design and Implementation:**

- Develop and implement structured professional development programs that promote continuous learning and improvement among school personnel.

### **5. Evaluation Techniques:**

- Evaluate the effectiveness of professional development initiatives using appropriate assessment tools and methodologies.

### **6. Leadership and Culture:**

- Examine the role of educational leaders in fostering a supportive culture that values professional growth and collaboration.

### **7. Diversity and Inclusion:**

- Create inclusive professional development strategies that address the diverse needs of all educators and staff.

### **8. Integration of Technology:**



- Integrate technology into professional development practices to enhance accessibility and engagement.

#### 9. **Policy Awareness:**

- Analyze the impact of educational policies on personnel development practices and identify strategies to navigate these influences.

#### 10. **Innovative Practices:**

- Identify and discuss current trends and innovations in personnel development, preparing for future challenges in the field.

#### 11. **Capstone Project Development:**

- Design a comprehensive professional development plan as a capstone project, demonstrating the application of course concepts in a practical setting.

### IV. **LEARNING PLAN**

<b><u>WEEK</u></b>	<b>LEARNING MATERIALS</b>	<b>LEARNING OBJECTIVES</b>
Week 1: Introduction to School Personnel Development	<u>Learning Materials:</u> <ul style="list-style-type: none"> <li>• Textbook: Chapter 1 of [Insert Textbook Title]</li> <li>• Article: "The Importance of Professional Development in Education"</li> </ul> <u>Activities:</u> <ul style="list-style-type: none"> <li>• Class discussion on the role of personnel development.</li> </ul>	<u>Learning Objectives:</u> <ul style="list-style-type: none"> <li>• Understand the significance of personnel development in education.</li> <li>• Define key terms and concepts related to personnel development.</li> </ul>
Week 2: Theoretical Foundations of Adult Learning	<u>Learning Materials:</u> <ul style="list-style-type: none"> <li>• Knowles, M. (1973). <i>The Adult Learner: A</i></li> </ul>	<u>Learning Objectives:</u> <ul style="list-style-type: none"> <li>• Analyze adult learning theories</li> </ul>



	<p><i>Neglected Species.</i></p> <ul style="list-style-type: none"> <li>Textbook: Chapter 2 of [Insert Textbook Title]</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Group presentations on different adult learning theories.</li> </ul>	<p>(Andragogy, Transformative Learning).</p> <ul style="list-style-type: none"> <li>Apply these theories to the design of professional development.</li> </ul>
Week 3: Needs Assessment in Personnel Development	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Textbook: Chapter 3 of [Insert Textbook Title]</li> <li>Case Studies: Examples of needs assessments in schools.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Workshop on designing a needs assessment survey.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Conduct needs assessments to identify professional development needs.</li> </ul>
Week 4: Designing Effective Professional Development Programs	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Textbook: Chapter 4 of [Insert Textbook Title]</li> <li>Article: "Best Practices in Professional Development Design"</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Draft a program outline based on identified needs.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Develop goals and objectives for professional development programs.</li> </ul>
Week 5: Implementation Strategies for Professional Development	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Textbook: Chapter 5 of [Insert Textbook Title]</li> <li>Video: "Effective Models of Professional Development"</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Role-play scenarios for implementing different</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Identify various models of professional development (workshops, coaching).</li> </ul>



	models.	
Week 6: Collaborative Professional Development	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>DuFour, R. (2004). <i>What is a Professional Learning Community?</i></li> <li>Textbook: Chapter 6 of [Insert Textbook Title]</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Group activity on creating a PLC plan.</li> </ul>	<p><u>Learning Objectives:</u></p> <p>Build and sustain professional learning communities (PLCs).</p>
Week 7: Evaluating Professional Development Programs	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Textbook: Chapter 7 of [Insert Textbook Title]</li> <li>Article: "Measuring the Impact of Professional Development"</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Create an evaluation plan for a sample professional development program.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Use assessment tools to evaluate professional development effectiveness.</li> </ul>
Week 8: Midterm Exam	<p><u>Activities:</u></p> <p>Written exam covering key concepts and theories.</p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of Weeks 1-7 content.</li> </ul>
Week 9: Leadership and School Culture	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Fullan, M. (2001). <i>Leading in a Culture of Change.</i></li> <li>Textbook: Chapter 8 of [Insert Textbook Title]</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Discussion on leadership styles and their impact on personnel development.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Examine the role of leadership in fostering a supportive culture.</li> </ul>



<p>Week 10: Addressing Diversity in Professional Development</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>• Textbook: Chapter 9 of [Insert Textbook Title]</li> <li>• Article: "Culturally Responsive Professional Development"</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Create a professional development plan that addresses diverse needs.</li> </ul>	<p><u>Learning Objectives:</u></p> <p>Develop inclusive strategies for professional development.</p>
<p>Week 11: Technology in Personnel Development</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>• Textbook: Chapter 10 of [Insert Textbook Title]</li> <li>• Video: "Using Technology for Professional Development"</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Workshop on creating online professional development resources.</li> </ul>	<p><u>Learning Objectives:</u></p> <p>Integrate technology into professional development practices.</p>
<p>Week 12: Policy and Personnel Development</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>• Textbook: Chapter 11 of [Insert Textbook Title]</li> <li>• Recent policy briefs on education.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Group discussion on navigating policy challenges.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Analyze the impact of educational policies on personnel development.</li> </ul>
<p>Week 13: Trends and Innovations in Personnel Development</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>• Selected journal articles on recent trends in professional development (e.g., micro-credentialing, coaching models).</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Identify current trends and innovations in personnel development.</li> <li>• Discuss future</li> </ul>



	<ul style="list-style-type: none"> <li>Textbook: Chapter 12 of [Insert Textbook Title].</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Group presentations on selected trends and their implications for practice.</li> </ul>	<p>directions and challenges in the field.</p>
Week 14: Capstone Project Work Session	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Guidelines for the capstone project.</li> <li>Example professional development plans for reference.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Peer review sessions where students present their plans and receive constructive feedback.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Apply course concepts to develop a comprehensive professional development plan.</li> <li>Collaborate with peers for feedback and support.</li> </ul>
Week 15: Capstone Project Presentations	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Capstone project rubric for evaluation.</li> <li>Presentation guidelines and tips.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Formal presentations of capstone projects, followed by a Q&amp;A session.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Present a professional development plan to peers and instructors.</li> <li>Demonstrate the application of learning outcomes throughout the course.</li> </ul>
Week 16: Course Review and Reflection	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Selected reflective articles on personnel development.</li> <li>Course evaluation forms.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Class discussion on lessons learned and</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Reflect on key concepts learned throughout the course.</li> <li>Discuss the application of these concepts in future</li> </ul>



	<p>future applications.</p> <ul style="list-style-type: none"><li>• Individual reflection papers summarizing personal growth and future goals in personnel development.</li></ul>	<p>professional contexts.</p>
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## V. LEARNING OUTPUTS

### 1. Foundational Knowledge:

- Demonstrate a comprehensive understanding of the principles and significance of school personnel development in enhancing educational effectiveness.

### 2. Adult Learning Application:

- Apply adult learning theories to design and implement effective professional development programs that cater to diverse educator needs.

### 3. Needs Assessment Proficiency:

- Conduct thorough needs assessments to identify professional development priorities and align them with school goals.

### 4. Program Design Skills:

- Develop structured professional development programs that incorporate best practices and innovative strategies for educator growth.

### 5. Evaluation Competence:

- Utilize appropriate evaluation methods to assess the effectiveness and impact of professional development initiatives on teaching and learning outcomes.

### 6. Leadership and Culture Awareness:



- Analyze the role of educational leaders in promoting a culture of continuous improvement and collaboration among school personnel.

7. Diversity and Inclusion Focus:

- Create inclusive professional development strategies that address the diverse backgrounds and needs of all educators and staff.

8. Technology Integration:

- Integrate technology effectively into professional development practices to enhance accessibility, engagement, and learning outcomes.

9. Policy Analysis Skills:

- Evaluate the influence of educational policies on personnel development practices and propose strategies for navigating policy challenges.

10. Innovation and Trends Insight:

- Identify and discuss emerging trends and innovative practices in personnel development, preparing for future challenges in education.

11. Capstone Project Application:

- Synthesize course concepts into a comprehensive professional development plan, demonstrating practical application in real-world educational settings.

## **I. REFERENCES:**

### *Adult Learning Theories:*

Knowles, M. S. (1973). *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Company. This book provides insights into adult learning principles essential for designing effective professional development.



*Professional Development Practices:*

DuFour, R. (2004). What is a Professional Learning Community? This article discusses the importance of collaborative learning communities in fostering educator growth.

*Needs Assessment:*

Guskey, T. R. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press. This book outlines methods for assessing professional development needs and evaluating program effectiveness.

*Leadership and Culture:*

Fullan, M. (2001). Leading in a Culture of Change. San Francisco: Jossey-Bass. This resource explores the role of leadership in creating a supportive culture for professional development.

*Diversity and Inclusion:*

Villegas, A. M., & Lucas, T. (2002). Educating Culturally Responsive Teachers: A Coherent Approach. Albany: State University of New York Press. This book provides strategies for addressing diversity in professional development.

*Technology Integration:*

McLeod, S., & Lehmann, C. (2012). What We Learned from Our Technology Integration Efforts. This article discusses best practices for incorporating technology into professional development initiatives.

*Policy Analysis:*

Coburn, C. E., & Turner, E. (2011). Research–Policy Partnerships in Education: The Role of Research in the Policy Process. This article examines the interaction between educational research and policy-making.



### Current Trends:

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. This report outlines current trends and best practices in professional development.

## **VI. COURSE REQUIREMENTS**

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams).  
Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

## **VII. GRADING SYSTEM**

**General Average.** The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	<u>40%</u>
TOTAL	100%

**Final Grade.** The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2<sup>nd</sup> quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.



### **College Equivalent Rating:**

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

### **VIII.CLASS POLICIES**

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.
2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.
3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment ( e.g., homework, research paper), quiz/ examination, or



participation in group activities. )

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.
5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.
6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.
7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.



## **X. Class Participation and Behavior**

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights
2. Any form of cheating will immediately earn you a failing grade.
3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

\*\*\*\*\* **END** \*\*\*\*\*