

**Saint Mary's University of Minnesota**  
**Schools of Graduate and Professional Programs**

Winona Campus

Spring 2020

GPDI Professional Book Study

*HEART! Fully Forming Your Professional Life as a Teacher and Leader*

1 Semester Credit

Traditional Delivery

**Course Meeting Dates, Times & Location:**

Wednesdays: January 8, 29, March 4, April 1, May 6

4:00-6:00 pm January 8, 29, March 4

4:00-7:00 pm April 1

"Post-course" 4:00 – 7:00 pm May 6

*Middle School West District Office Staff Development Room, 11343 50th Street NE, Albertville, MN 55301*

**Instructor:** Teri Johnson, [terij@mystma.org](mailto:terij@mystma.org) ; 763-497-6531

**Course Description**

*HEART! Fully Forming Your Professional Life as a Teacher and Leader*, focuses on the concept of a heartprint - the distinctive impression that an educator's heart leaves on students and colleagues during their professional career. It examines the five unique aspects that up the HEART of a professional life: Happiness, Engagement, Alliances, Risk, and Thought. The course supports educators in reflecting on the *heartprint* of their own professional through journaling, small group discussions, insights from other teachers and thought leaders, and exploring resources that address how educators can foster productive, heart-centered schools.

**Student Learning Objectives**

Upon completion of this class, students are expected to be able to do the following:

1. Examine existing classroom instructional practices to identify strengths and gaps for professional growth.
2. Share and/or analyze diverse perspectives on the text content in order to build knowledge on the topic.
3. Examine the ideas and perspectives of the research in relation to a classroom learning environment.
4. Apply the book's theoretical and pedagogical approaches to the teaching and learning practice.
5. Utilize professional inquiry skills (a tool for sustained "job-embedded" professional development.)
6. Employ reflection and self-assessment through individual and collaborative efforts.
7. Participate in professional dialogue.

**Textbook:**

*HEART! Fully Forming Your Professional Life as a Teacher and Leader* by Timothy D. Kanold

**Additional Resources**

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at [pdi.smumn.edu](http://pdi.smumn.edu). Resources include access to ProQuest or SuperSearch, an extensive database of practitioner-oriented and research-based articles. The ProQuest/SuperSearch link is accessible once students log in to the website, using the same username & password that is available through your school's collaboration

with Saint Mary's University. Guides for using ProQuest/SuperSearch are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at [pdi@smumn.edu](mailto:pdi@smumn.edu) for further assistance.

## Topical Course Outline

### Reading Assignment Prior to Session 1:

Read the Preface, Introduction and Chapters 1-7 & Final Thoughts (pages ix - 51)  
Complete the *My Heartprint* journaling prompts interspersed throughout each chapter.

### Class Session 1: January 8, 2020

- Introductions and Course Expectations
- Review Course Syllabus
- Activities and Discussions focused on:
  - Developing HEART - Happiness
  - Heartprint journal responses in addition to supplementary videos and/or short in-class readings will be used to support dialogue.
- Review Reflective Journal Response Rubric
- Review Book Choices for Further Inquiry Topic
- Assignments:
  - **Read Chapters 8-14 & Final Thoughts (pages 53-99)**
  - **Complete the *My Heartprint* journaling prompts interspersed throughout each chapter**
  - **Reflective Journal Response #1 - Due by: 1/15/20**
    - Reflect on part 1: H is for Happiness*
    - Part A:** *What are your primary takeaways? Include two or three actions you can take as you continue your journey. Think of the next steps as 'I will...' statements. Why did you decide to take these actions actions were most important?*
    - Part B:** *What impact have your actions steps had on the Happiness aspect of your professional heartprint?*

### Class Session 2: January 29, 2020

- Activities and Discussions focused on:
  - Developing HEART - Engagement
  - Heartprint journal responses in addition to supplementary videos and/or short in-class readings will be used to support dialogue.
- Review Further Inquiry Book Talk Rubric
- Assignments:
  - **Read Chapters 15-21 & Final Thoughts (pages 101-150)**
  - **Complete the *My Heartprint* journaling prompts interspersed throughout each chapter**
  - **Reflective Journal Response #2 - Due by: 2/5/20**
    - Reflect on part 2: E is for Engagement*
    - Part A:** *What are your primary takeaways? Include two or three actions you can take as you continue your journey. Think of the next steps as 'I will...' statements. Why did you decide to take these actions actions were most important?*

**Part B:** *What impact have your actions steps had on the Engagement aspect of your professional heartprint?*

### Class Session 3: March 4, 2020

- Activities and Discussions focused on:
  - Developing HEART - Alliances
  - Heartprint journal responses in addition to supplementary videos and/or short in-class readings will be used to support dialogue.
- Assignments:
  - **Read Chapters 22-28 & Final Thoughts (pages 151-200)**
  - **Complete the *My Heartprint* journaling prompts interspersed throughout each chapter**
  - **Reflective Journal Response #3 - Due by: 3/11/19**

*Reflect on part 3: A is for Alliances*

**Part A:** *What are your primary takeaways? Include two or three actions you can take as you continue your journey. Think of the next steps as 'I will...' statements. Why did you decide to take these actions actions were most important?*

**Part B:** *What impact have your actions steps had on the Alliances aspect of your professional heartprint?*

### Class Session 4: April 1, 2020

- Activities and Discussions focused on:
  - Developing HEART - Risk
  - Heartprint journal responses in addition to supplementary videos and/or short in-class readings will be used to support dialogue.
- Assignments:
  - **Read Chapters 29-33 & Final Thoughts & Epilogue (pages 201-237)**
  - **Complete the *My Heartprint* journaling prompts interspersed throughout each chapter**
  - **Reflective Journal Response #4 - Due by: 4/8/20**

*Reflect on part 4: R is for Risk*

**Part A:** *What are your primary takeaways? Include two or three actions you can take as you continue your journey. Think of the next steps as 'I will...' statements. Why did you decide to take these actions actions were most important?*

**Part B:** *What impact have your actions steps had on the Risk aspect of your professional heartprint?*

- **Further Inquiry Book Talks will be presented at the final class session.**

### Class Session 5: May 6, 2020

- Activities and Discussions focused on:
  - Developing HEART - Thought
  - Heartprint journal responses in addition to supplementary videos and/or short in-class readings will be used to support dialogue.
  - Further Inquiry Book Talks
- Assignments:
  - **Reflective Journal Response #5 - Due by: 5/13/20**

*Reflect on part 5: T is for Thought*

**Part A:** What are your primary takeaways? Include two or three actions you can take as you continue your journey. Think of the next steps as 'I will...' statements. Why did you decide to take these actions actions were most important?

**Part B:** What impact have your actions steps had on the Thought aspect of your professional heartprint?

### Teaching Methods

The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

\*One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.

### Synopsis of Assignments

- Read *HEART!* by Timothy D. Kanold (Student Learning Outcomes 1-3 & 6)
- Participate in professional dialogue and activities during class meetings (SLO's 2, 3, 6, 7)
- Complete Reflective Journal Responses #1-5 (SLO's 1-5)
- Further Inquiry Book Talk Presentation (SLO's 1, 2, 3, 4, 5, 7)

Educational Activities	Student Engaged Hours	Explanatory Comments
Course attendance & participation (SLOs 1-7)	10	Group Activities & Discussion
Assigned Readings & Journal Writing (SLOs 1-6)	20	Outside of course attendance
Reflective Response Journal Writing Assignments (SLOs 1-6)	5	5 Reflective Journal Responses
Further Inquiry Book Talk (SLOs 2, 3, 5, 6)	10	Book Talk Presentation
TOTAL	45	

### Assessment of Student Performance

Throughout the course, students will be assessed and evaluated on the completion of the following assessments:

- Completion of all *Heartprint* Journal Responses accompanying the reading assignments (SLOs 1-6)
- Participation in Group Activities and Discussions (SLO's 2,3,6,7)
- Five Reflective Journal Responses (SLO's 1-6)
- Further Inquiry Book Talk Presentation (SLO's 1-6)

### Clarification of Criteria for Assessment of Student Performance

Participation in **professional dialogue** should document the following:

A conversation, or a series of conversations, between colleagues, which:

1. Explores an evaluation of personal teaching practice

2. Unpacks the text/research noting patterns, themes, strategies, and other perspectives.
3. Reviews or helps set personal development goals connected to the new learning.
4. Offers support and encouragement interwoven with a challenge toward best practices.

**Reflective Journal Responses** should document the following:

1. Patterns, themes, and strategies from the readings that examine your beliefs and extend your understanding of the text.
2. Potential connections between the text and your practice.
3. Potential questions for further inquiry.

The **Further Inquiry Book Talk** should document the following:

1. Source reference for the book is cited.
2. Summary of the overall theme of the book.
3. Video segment or quote directly related to the book.
4. Connections to class materials, instruction, and real-world interactions.
5. A professional article, book, or other media source directly related to the book is referenced and cited.

Criteria for each assessment will be explained more thoroughly, in conjunction with the instructional activities.

### Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Heartprint Journal Responses	25 points
Participation in Group Activities/Dialogue	25 Points
Reflective Response Journals	25 Points
Book Talk	<u>25 Points</u>
	<b>100 Points</b>

### Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

### University Conduct and Academic Policies

#### [Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy.

- o Transcripts may be requested, free of charge, by submitting a [Transcript Request](#) form, which is found on the [pdi.smumn.edu](http://pdi.smumn.edu) website. Requests are processed in the order received and will be mailed to you. If you prefer, you can order transcripts online through the [National Student Clearinghouse](#), a secure and

confidential website. Transcripts can be sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <http://www.studentclearinghouse.org/>