University of Wisconsin-Stevens Point
School of Education
EDUC 300-Seminar for Professional Educators
Spring 2021
Section 1 (Wednesday 12:00-12:50)

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Office Hours: Mondays from 1:00- 3:00 p.m. or by appointment

Course Overview

Education 300 is a special topics course designed to provide you with professional and career development. During the course you will receive professional development on career preparation, educational initiatives, and special topics in education.   Throughout the course, you will have the opportunity to further your understanding of the *InTASC Teaching Standards*, professional reflection and teaching practice. Specifically, this course seeks to develop *InTASC 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.

Course Objectives:

Students will complete a professional resume, letter of reference for a teaching application.
Students will complete a WECAN application.
Students will learn best practices in assessment and evaluation.
Students will reflect, discuss, and write on educational initiatives and special topics in education.

Learner Outcomes:

Students will be able:

- to identify and use academic language in their professional career.
- apply reflection and professional conduct within their teaching practice and decision making with students.
- to find, use and document research-based practices in their teaching.

- to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies that support all learners.

Essential Questions:

- How does professional reflection improve student learning?
- How do we prepare professional materials for the interview process?
- How do we find and document research-based practices?
- How do you support diversity of thinking in your teaching practice?

Community of Learners

My goal for our learning environment is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom.

During these unprecedented times, I am asking that you respect that I have thought about how to best deliver the course content in an efficient and effective format. I have scheduled a limited amount of synchronous meetings to alleviate some of the issues that arise in online teaching. I need you to be present at the zoom lecture times for you get the most out of the course content. All the zoom links can be found on CANVAS in the toolbar named, Zoom. Much of what you learn in this course will prepare you for your teaching career. This course has four sections, and if you cannot make a zoom lecture session, you can always join another section by communicating with me. Just send an email, and I will be sure to get you the appropriate zoom link. If technology issues arise during the course, please communicate with me. Lectures will be taped but will only be provided if you have a legitimate concern or reason you cannot be available at the scheduled class times. Effective communication and professionalism are required in zoom and in all your communication in this class. At this point in your teacher preparation, we are evaluating your ability to perform, communicate and succeed in the teaching profession.

This course will address some of the most pertinent topics in education today. The course contract is designed to organize your responsibilities and work in the course. Please see that you sign the contract and turn it into CANVAS. A written or typed signature is acceptable, or you can put in the comment box, this statement "I signed the contract." I look forward to sharing my expertise and getting to know you. Let's have a great semester together!

Session times and Course requirements

Section 1   **Wednesdays (12:00-12:50)**   **Assignments**

January 27	Requirements of Course, Contract and WECAN	(3 points) lecture (2 points) contract
February 3	WECAN Lecture	(3 points) lecture
February 10	WECAN Standard Questions	Synchronous lecture (3 points
February 17	WECAN Applied Work	WECAN Personal statement and screen shot or picture of WECAN application (16 points)
February 24	WECAN Applied Work	WECAN 12 Questions (12 points)
March 3	Asynchronous lecture on writing a Resume	Watch lecture on CANVAS (3 points)
March 10	Discussion with Career Services Ms. Auer about resumes	(3 points) synchronous lecture
March 24	Resume Applied Work	(16 points) Teaching Resume
March 31	Synchronous lecture on interviewing and cover letters	(3 points) synchronous lecture
April 7	Cover Letter Applied Work	(8 points) Cover Letter
April 14	Lecture – Trauma informed teaching	(3 points) synchronous lecture - Complete Trauma Discussion (4 points)
April 21	Lecture – Teaching Diverse Students	(3 points) synchronous lecture Develop a Homework Policy (8 points)
April 28	Teaching Behavior Challenged Students	Video asynchronous lecture (3 points) Complete Behavior Discussion (4 points)

May 5	Lecture on the Challenges of the Teaching Profession/Politics	(3 points) synchronous lecture and Final Evaluation
May 12	All work due in the course	

Assignments and Grading

Assignment	Drop Box Due Date	Points
Contract	February 7	2 points
Lectures		30 points
WECAN Account/Personal Statement	February 28th	16 points
WECAN Questions	February 28th	12 points
Resume	March 28th	16 points
Cover letter	April 11th	8 points
Homework Policy	April 25th	8 points
Behavior Discussion	May 2nd	4 points
Trauma Discussion	May 2nd	4 points
		Total: 100 points

Grading: 93-100 (A), 92-90 (A-), 89-88 (B+), 87-86 (B), 84-83 (B-), 82-81 (C+), 80-79 (C), 79-78 (C-), 77-76 (D+), 75-74 (D), 73-71 (D-) Below 70 will be an (F) or incomplete depending on the situation.

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date on D2L. Any late assignments receive a 1 point deduction for each day it is late. The drop box deadline for all assignments for this course is December 2nd. If for any reason you fail to turn in your late work by December 2nd, you will receive a failing grade or incomplete in the class. You must double check the CANVAS drop box to ensure your work has been posted. All extenuating circumstances must be discussed with the instructor. This policy is meant to provide clear expectations for work assigned in this class and to help you succeed in meeting the School of Education expectations and deadlines. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

InTASC Core Teaching Standards

These standards have been adopted by the School of Education. Please open this link for as a resource for completing your School of Education Professional Portfolio.

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Common Core Standards and RtI

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area. http://standards.dpi.wi.gov/stn_ccss

Wisconsin has a unique and comprehensive vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that follows. http://rti.dpi.wi.gov/   http://www.wisconsinrticenter.org/

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

http://www.4.uwsp.edu/special/disability/