

**University of Wisconsin-Stevens Point  
School of Education  
EDUC 300-Seminar for Professional Educators  
Fall 2020**

Instructor: Pamela J. Bork Ph.D.

Office: CPS 460

Phone: 715-346-2354

[pbork@uwsp.edu](mailto:pbork@uwsp.edu)

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.

## COVID Considerations

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.

## Intellectual Property and Privacy of Recorded Zoom Sessions

Lecture materials and recordings for Education 300 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their



October 19	Discussion about resumes	(2 points) lecture
October 26	Lecture on Interviews and Cover letters	(2 points) lecture
Week of November 2	Resume Applied Work	(14 points) Teaching Resume
Week of November 9	Cover Letter Applied Work	(7 points) Cover Letter
November 16	Lecture – Trauma informed teaching	Fill out ACES Survey and Developmental Asset Assessment (2 points) (2 points) lecture
November 23	Lecture – Teaching Diverse Students	(2 points) Develop a homework/grading policy for your future class (10 points)
November 30	Teaching Behavior Challenged Students	(2 points) for video asynchronous lecture Develop a behavior statement to send home to parents (10 points)
December 7	Lecture on the Challenges of the Teaching Profession/Politics	(2 points) lecture Final Evaluation

### Assignments and Grading

Assignment	Drop Box Due Date	Points
Contract	September 20 <sup>th</sup>	2 points
Lectures		18 points
WECAN Account/Application	October 11 <sup>th</sup>	17 points
WECAN Questions	October 11 <sup>th</sup>	17points
Resume	November 8 <sup>th</sup>	14 points
Cover letter	November 8 <sup>th</sup>	7 points
Homework/Grading Policy	November 29 <sup>th</sup>	10 points
Behavior Statement	December 6 <sup>th</sup>	10 points
Aces Survey/Developmental Asset Assessment	Day of class	5 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 2<sup>nd</sup>. If for any reason you fail to turn in your late work by December 2<sup>nd</sup>, 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](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.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](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 6<sup>th</sup> floor of the Learning Resource Center (Library). You can also find more information here:

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