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Office Hours: Wednesdays from 2:00- 4:00 p.m.

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 the edTPA, 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 practice the essential elements of the edTPA that are required for teacher licensure in the state of Wisconsin. 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 practice TASK 3 of the edTPA.
Students will reflect, discuss and write on educational initiatives and special topics in education.

Educational Sustainability Learner Outcomes:

Students will be able:

- to identify, use and sustain professional academic language teaching.
- 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 and sustain equality all learners.

- Write edTPA commentary with research citations that support professional growth and development.

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?
- How do you sustain your personal and professional development in the teaching profession?

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.

Session times and Course requirements

Section 2	**Wednesdays 1:00-1:50 p.m.**	**Location**
January 22	Requirements of Course and Contract	CPS 233 2 points contract 3 points lecture
January 29	edTPA lecture	CPS 233 3 points lecture
February 5	Lecture on Assessment for the edTPA	CPS 233 2 points lecture
February 12	Lab (Group 1)	CNR 356 10 points lab
February 19	Lab (Group 2)	CNR 356 10 points lab
February 26	Lecture on WECAN	CPS 233 3 points lecture
March 4	Lecture on Resumes and Interviews	CPS 233 3 points lecture
March 11	No class – Gone to a conference	

March 23	Lecture – Letters of application and professional protocol	CPS 233 3 points lecture
April 1	Lab (Group 2)	CNR 356 10 points lab
April 8	Lab (Group 1)	CNR 356 10 points lab
April 15	Lecture – Diversity in the Classroom	CPS 233 3 points lecture
April 22	No class	
April 29	Lecture on Childhood Trauma	CPS 233 3 points lecture
May 6	Lecture on the Challenges of the Teaching Profession/Politics/Ethics	CPS 233 3 points lecture

Assignments and Grading

Assignment	Drop Box Due Date	Points
Contract		2 points
Lectures		24 points
Labs		20 (10 points each)
edTPA assignment		14 points
Resume		10 points
Cover letter		10 points
WECAN Philosophy		10 points
WECAN Questions		10 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 4th. If for any reason you fail to turn in your late work by December 4th, 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/