FCS 392: Program Planning and Assessment in Family and Consumer Education

University of Wisconsin-Stevens Point Fall 2016

**Instructor:** Susan Turgeson, Ed.D., CFCS

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**Office Hours:** Monday 11:00 a.m. – 2:00 p.m.

 Tuesday & Thursday 10:00 a.m. – Noon

 Wednesday 1:00 p.m. – 4:00 p.m.

 Other times by appointment

**Class Meeting Times:** Tuesday & Thursday 8:00 a.m. – 9:15 a.m.

**Text:** Hitch E.J., & Youatt, J.P. (2002). Communicating family and consumer sciences: A guidebook

 for professionals. Goodheart-Wilcox Company: Tinley Park, Ill. (Rental)

**Recommended:**

Breaux, A.L. (2011) 101 “answers” for new teachers and their mentors: effective teaching tips for daily

 classroom use 2nd ed.. Eye on Education, Inc.: Larchmont, NY

Johnson, L. (2011). Teaching outside the box: how to grab your students by their brains. 2nd ed.

 Jossey-Bass: San Francisco, CA

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college.

 Jossey-Bass: San Francisco, CA

Whitaker, T. (2012). What great teachers do differently: seventeen things that matter most. 2nd ed.

 Eye on Education: New York, NY.

Wong, H.K, & Wong, R.T. (2009). The first days of school: how to be an effective educator. Harry K

 Wong Publications, Inc: Mountain View, CA.

**Course Objectives:**

Students will be able to:

1. Create FCS programs based on school and department mission and goals; an understanding of national, state, district, and community perspectives; and a vision of adult success in a multicultural national and international economy.
2. Demonstrate the use of multiple instructional strategies and learning methodologies to ensure the development of critical thinking, problem solving, and performance skills by diverse learners.
3. Design learning environments structured for active, performance-based learning that addresses individual differences in student learning needs and talents, including technology and alternative instructional strategies and materials.
4. Investigate resource management principles and tools used in FCS programs.
5. Investigate the use of marketing strategies to recruit and retain students in FCS programs.
6. Develop techniques for assessing, evaluating, and improving student learning and programs in FCS.

 **Course Requirements:**

1. **Class Engagement:** This is an important part of the work for this course. Attendance and participation will be **15%** of your grade. If a student is absent from class due to a departmental conference, workshop, or field trip for which student attendance is recommended, the student will be given an appropriate alternate assignment.
2. **Teacher Observation Commentary:** Conduct observations with 2 different FCS teachers. Commentary is **due November 22**and is worth **20%** of your grade.
3. **Teaching/Learning plan:**  Details will follow. This will be **25%** of you final grade and is due by **December 1**. This assignment must be completed with a minimum grade of B-.
4. **Classroom teaching:** You will present 3 lessons to a selected group of learners in a middle or high school FCS classroom. You will complete a thorough lesson plan prior to each lesson that is to be approved by the course instructor AND the classroom teacher. Lessons should be at least 45 minutes in length. **At least one of these lessons must be videotaped**. Lessons are to be completed with all materials turned in by **November 17, December 6, and December 15.** These lessons will determine **20%** of your final grade and must be completed with a minimum grade of B-.
5. **Professional Development Activities:** You must earn **10** professional development points during the semester. A variety of actions and/or organizations are desired. All points should NOT be from the same type of activity. Summary report due **December 13**. This is **10%** of your grade. Points can be earned in the following ways:

Points Action

4 Current membership in National organization (e.g. AAFCS/NCFR/ACTE)

4 Participation in a National Conference (e.g.AAFCS/NCFR)

3 Presentation or evaluation at a FCCLA or HOSA event

 (Note: 10/17 FCCLA Leadership Academy at UWSP and 11/1 HOSA at UWSP)

3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR)

1 Membership in a State organization (e.g.WAFCS/WFCE/WICFR)

1 Membership in local student chapter (e.g. SPAFCS/UCFR)

1 Participation in professional organization activities or service projects

1 Participation in professional development and training (e.g. CEU Cert.)

1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)

6. **Final:** Write a reflective letter of recommendation, for yourself. Why should a school district hire you? What are your best qualities/accomplishments? How have you grown during your time at UWSP? Due **December 20 before 2:30 p.m.** This is **10%** of your final grade.

**Grading Plan: Grade Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 73-76% |
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% | F | < 60% |
| C+ | 77-79% |  |  |

 Class Engagement 15%

 Observations 20%

 \*Teaching/Learning 25%

 \*Classroom teaching 20%

Professional Dev. 10%

 Final 10%

**\*NOTE: Should either TLP or Classroom Teaching not receive a grade of B- or better, student will not**

 **be allowed to student teach until the benchmark is achieved.**

**Note:** You will have the opportunity to make revisions to any written work, other than the exams, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted to the dropbox on D2L no later than December 9.

**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, we have developed a set of expectations 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 more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Conduct:**

Academic integrity is central to the mission of higher education in general and UWSP in particular. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with Disabilities Act:**

The American with 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/ADA/rightsADAPolicyinfo.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 to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Emergency Procedures:**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

**Desire2Learn:**

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**Electronic Devices:**

To reduce distraction and as a courtesy to other members of class, please turn off and put away all electronic devices during class time.

**Late Work Policy:**

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 10 p.m. on due date. Any work submitted after that time should be submitted to the “Late Work” Folder. Late work will not be accepted after **December 9**.

**\*\*A tentative course syllabus is provided. I reserve the right to make changes as the semester progresses.**

**Tentative Course Schedule:**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| September 6 | Becoming an Educator | Chapter 1 |
|  8 | The Learner | Chapter 2 |
|  13 | Inclusive Excellence / Cultural Competency |  |
|  15 | Habits of Mind / Classroom Management | Article – 16 Habits of Mind; HOM summary; Chapter 3 |
|  20 | Managing Classrooms – RTI, PBIS |  |
|  22 | Learning Styles / Differentiation | Chapter 5 |
|  27 | Deciding What to Communicate / Setting the Stage  | Chapter 6 & 7, AAFCS & WI Stds;TLP rules & procedures due |
|  \*29 | Observations |  |
| October 4  | Assessment | Chapter 14 |
|  6 | Assessment | Articles-Going Beyond the Test and Redos and Retakes Done Right; TLP classroom description due |
|  11 | Assessment | edTPA Rubric 14 & 15 |
|  13 | Planning | Chapter 8 |
|  18 | Selecting Materials | Chapter 12; Article-Why Use a Textbook? |
|  \*20 | Lesson Prep / Teaching  | TLP assessment due |
|  25 | Talking to/Talking with Listeners | Textbook eval due; Chapter 9 & 10  |
|  27 | Providing Feedback | edTPA Rubric 12 & 13 |
| November\* 1 | Lesson Prep / Teaching (HOSA conference) |  |
|  3 | Active Learning | Article- Instructional Strategies in FCS; Chapter 11 |
|  8 | Active Learning | TLP 9 week or 18 week plan due |
|  10 | Active Learning |  |
|  \*15 | Lesson Prep / Teaching |  |
|  17  | Technology in Teaching | Article-Using Social Media to Enhance Student Learning; Chapter 13; Lesson #1 due |
|  \*22 | Lesson Prep / Teaching | Observation Commentary due |
|  24 | Thanksgiving – No class |  |
|  29 | Technology in Teaching  | App analysis due |
| December\* 1  | Lesson Prep / Teaching |  |
|  6 | Marketing FCS Programs | Articles-Reflections and Perceptions of HS FCS Programs; Teaching/Learning Plan due |
|  8 | Program Evaluation | Chapter 15; Lesson #2 due |
|  13 | Adults as Learners | Chapter 4; Prof. Development due |
|  15 | Wrap Up | Share a Lesson; Lesson # 3 due |
| Tues. 12/20 | Final 12:30 p.m. – 2:30 p.m. | Letter of Recommendation due |

\*Note: Class does NOT meet face-to-face; coursework will be completed on-line or off-site for these dates