



College of Professional Studies University of Wisconsin - Stevens Point

SYLLABUS

EDUC 370/570 Section 88

SELF KNOWLEDGE FOR TEACHERS

Fall 2016

3 credits - online course

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PURPOSES OF COURSE:

Deep satisfaction and success are enhanced through self-knowledge. It helps in relationships with others and clearer thinking while making life choices. Students will explore ways to learn more about teacher self-identity as a means to enhance professional development and to support personal well-being. Via readings, videos, written responses and peer discussion students will be guided through an exploration of themselves while developing a broader awareness and understanding of who they are. Students will examine themselves in five dimensions of a person – emotional, social, intellectual, spiritual and physical – and develop projects in selected dimensions. Students will also acquire skill in teacher reflective practice.

COURSE TEXT: Palmer, Parker. *The Courage to Teach* (2007 edition)

COURSE OBJECTIVES:

The objectives of this course follow the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards as defined by the Department of Public Instruction. They are listed below:

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances

3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3c. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3f. The teacher communicates verbally and nonverbally in way that demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Essential Knowledge

3i. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Critical Dispositions

3n. The teacher is committed to working with learners, colleagues, families, and communities to establish positive supportive learning environments.

3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3p. The teacher is committed to supporting learners as that participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3q. The teacher seeks to foster respectful communication among all members of the learning community.

3r. The teacher is a thoughtful and responsive listener and observer.

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.

Performance

9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9d. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Essential Knowledge

9g. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Dispositions

9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10f. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Critical Dispositions

10t. The teacher embraces the challenge of continuous improvement and change.

UNIVERSITY POLICIES:

- UW-Stevens Point 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. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information:
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- If you need special accommodations to meet any of the course requirements, you should register with the Disability Services Office (6th floor of the Learning Resource Center) and contact me at the beginning of the course. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>.

ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS:

1. **Credit Hour Expectations.** UWSP standards mandate that this online semester course has a minimum requirement of 135 hours outside of class time for each three credits awarded.
2. **Confidentiality.** Confidentiality must always be respected. Do not use the real names of students, teachers, parents, etc. in your written assignments and discussions.
3. **Course Content.** Review all course content in D2L for complete information regarding procedures and expectations.
4. **University Email.** All course correspondence should be done through UWSP email rather than personal email accounts. Students are responsible for checking UWSP email regularly.

5. Course Assignments. The course is divided into one introductory discussion thread and four sections with differing requirements. All assignments for each segment are due by the last date of the segment unless otherwise noted. For each discussion component, you must engage in that discussion early enough to allow sufficient time for your peers to respond to your post(s). Those who do not employ that courtesy may lose points for the discussion, which will be solely at the discretion of the instructor.

a. Introductory Discussion. Sept. 6 – Sept. 14

- i. View the Google slides Dimensions of a Person. Based on the instructions and guiding statements with the slides on D2L, post a reflection that shares who you are.
- ii. Explore the optional personality inventories if you choose.

b. Segment 1: Teacher Identity and Teacher Stories. Sept. 15 – Sept. 30 (this discussion thread will remain open for five extra days to allow for responses to peers)

- i. Read the “Critical Close-Up” article.
- ii. Watch one of the movies discussed in the article.
- iii. Watch another movie that portrays teachers and students. Suggestions are provided in D2L.
- iv. Complete the Writing Response. Upload it to the dropbox.
- v. Discussion Thread: Teacher Identity and Teacher Stories. Upload your writing response for peers to read. Post a thoughtful, substantive reply to one peer post. ***see note above regarding due date for discussion responses

c. Segment 2: The Work of a Teacher. Oct. 1 – Oct. 21

- i. The Courage to Teach Read Chapters 1, 2 & 3
- ii. Discussion Thread: Paradox in Teaching. Engage in on-going discussion as directed in the thread description.
- iii. Mentor Influence paper uploaded to dropbox.

d. Segment 3: Teaching and Learning in Community. Oct. 22 – Nov. 18

- i. The Courage to Teach Read Chapters 4, 5, & 6
- ii. Watch brief Parker Palmer video on D2L.
- iii. Discussion Thread: Community Building. As directed in D2L, post your thoughts on community building that influences teachers. Read your peers’ posts. Respond to at least one.
- iv. Review Conducting Interviews document.
- v. Veteran Teacher Interview uploaded to dropbox.

e. Segment 4: Reflective Teacher Practice. Nov. 19 – Dec. 12

- i. The Courage to Teach Read Chapter 7
- ii. Review the Google slides Dimensions of a Person from Segment 1.
- iii. Read the Schon Reflective Practice document.
- iv. Watch the Sam Burns, Carrie Green and Shawn Achor videos posted in D2L for this segment.
- v. Discussion Thread: Change. Watch the video link in D2L for “Building a Better School with Brain-based Learning” as one example of how a learning community changed its paradigm for education. Then post two avenues for change that you may pursue as a result of reading Parker Palmer’s book. Read peer posts. Respond to one peer post that sounds the most like an avenue that you might also explore in the future.
- vi. Power to Teach paper uploaded to dropbox.

6. Grading Procedures. You will receive credit according to the following point system:

Introductory Discussion	5 points
Segment 1 Discussion Teacher Identity & Tchr Stories	5 points
Segment 1 Writing Prompt	45 points
Segment 2 Discussion Paradox in Teaching	10 points
Segment 2 Mentor Influence	45 points
Segment 3 Discussion Community Building	5 points
Segment 3 Veteran Teacher Interview	45 points
Segment 4 Discussion Change	5 points
Segment 4 Power to Teach paper	45 points
Total	210 points

7. Grading Scale. Final semester grades will be assigned on the following percentages.

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60-63%	D-
79-77%	C+	59% & Below	F

8. Final Notes regarding Course Submissions.

Be sure your full name and the assignment title are at the top of each course submission, whether uploaded in D2L or sent in the mail.

All dropbox submissions must be in either Microsoft Word or PDF formats. No other formats will be accepted. Before uploading any assignment in a D2L dropbox, rename and save the document according to the following naming protocol:
lastname_firstname_date_assignmentname

Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will be required to re-submit the saved copy.

Feedback and scores for submissions will be done through D2L. If you submit pdf reflections, comments on the feedback attachment may appear as boxes within the document that are not readily readable. If that is the case, download the attachment and save it to your desktop. Open the saved document from your desktop. The comment bubbles will then be readable when you mouse over them.