

**University of Wisconsin-Stevens Point**  
**School of Education**  
**EDUC 300-Seminar for Professional Educators**  
**Fall 2019**

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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.

### Session times and Course requirements

#### Section 3

Thursdays 12:00-12:50 p.m.

Location

September 4	Requirements of Course and Contract	CCC 214 2 points contract 3 points lecture
September 11	edTPA lecture	CCC 214 3 points lecture
September 18	Lecture on Assessment for the edTPA	CPS 214 2 points lecture
September 25	Lab (Group 1)	CCC 307 10 points lab
October 2	Lab (Group 2)	CCC 307 10 points lab
October 9	Lecture on WECAN	CCC 214 3 points lecture
October 23	No class – Gone to a conference	
October 30	Lecture – Resumes and letters of reference	CCC 214 3 points lecture
November 6	Lab (Group 2)	CCC 307 10 points lab
November 13	Lab (Group 1)	CCC 307 10 points lab
November 20	Lecture – Diversity in the Classroom	CCC 214 3 points lecture
November 27	No class- Work on Assignments	

December 4	Lecture on Childhood Trauma	CCC 214 3 points lecture
December 11	Lecture on the Challenges of the Teaching Profession/Politics	CCC 214 3 points lecture

### 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.

### 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
Five 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 4<sup>th</sup>. If for any reason you fail to turn in your late work by December 4<sup>th</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_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](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/>