UNIVERSITY OF WISCONSIN PARKSIDE

THE INSTITUTE OF PROFESSIONAL EDUCATOR DEVELOPMENT

ELEMENTARY EDUCATION PROGRAM

EDU 210: SEMINAR: EXPLORING CHILDREN'S WORLDS IN CLASSROOM, CONTEXT AND COMMUNITY

INSTRUCTOR INFORMATION

COURSE INFORMATION

Room: Molinaro 116
Day and Time: Monday, 2:00-2:53 pm

EDUCATOR PREPARATION PROGRAM MISSION STATEMENT

The mission of the Educator Preparation Program within IPED is that through collaboration with community partners we prepare knowledgeable, responsive educators committed to teaching all learners in our diverse and dynamic world.

COURSE DESCRIPTION

This seminar course encourages discussions of current topics in child and adolescent development with an emphasis on equity, culturally relevant pedagogy, and school environments. The purpose of this seminar is to clarify and analyze issues from diverse developmental contexts (diverse by race, ethnicity, gender, sexual orientation, peers, school, family, neighborhood, and culture) in conjunction with motivation, identity development, and educational achievement. Important topics that may be discussed include but are not limited to: racism, bullying/cyberbulling, racial identity development, advocacy, and school-wide efforts for improvement. This course also looks at the local context and history of inclusion in or exclusion of children from equitable and caring learning environments. You will serve 40 hours assisting in a classroom and reflect upon these experiences during the weekly seminar meetings.

CONNECTION TO OTHER COURSES IN THIS BLOCK

EDU 210: Exploring Children's Worlds is part of Block III of the Elementary Education major. EDU 210 shares the block with the following courses:
EDU 211: Child and Adolescent Development
EDU 212: Math for Elementary and Middle School Teachers

EDU 210 LEARNING OBJECTIVES

Upon successful completion of this course, teacher candidates will be able to:

A. Analyze the influence of culture, family and community on child and adolescent development;
B. Identify the developmental assets that children and youth need to be successful in elementary and middle school settings;
C. Contextualize the history of school segregation and institutional racism by reading, writing, and speaking about the history of students of color in Southeastern Wisconsin;
D. Collaborate in the university setting, schools, and the community;

E. Identify best practices to provide equitable learning experiences in the elementary and middle school classroom environment;
F. Through reflection, analyze how educational experiences, values, beliefs, and various types of privilege influence teaching styles;
G. Discuss advantages and disadvantages of students' backgrounds, behaviors, and communication styles and how this affects best teaching practices.

STANDARDS

Upon successful completion of this course, teacher candidates must demonstrate evidence that they have met the following teaching standards[1]:

INTASC Standards (The Interstate Teacher Assessment and Support Consortium)

Standard 1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

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[1] Courses in block three are designed for teacher candidates to continue to develop and deepen their skills and expertise in the large-scale design of developmentally appropriate, differentiated learning experiences. Differentiation is based on diagnostic evaluation and deep understanding of content-specific instructional strategies and learning technologies Candidates create short-range learning progressions supported by innovative and creative use of technologies and strategies. They collect and analyze evidence of prior learning, learning needs, and student learning outcomes. They consult their own deep understanding of teaching and learning to evaluate their own practice, and propose specific, theoretically sound and research-based alterations as needed.

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.

Wisconsin Teacher Standards (DPI)/ACEI (Associate for Childhood Education International Elementary Education Standards)

1.1 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

3.2 Adaptation to Diverse Students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

3.5 Communication to Foster Collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

5.2 Collaboration with Families, Colleagues, and Community Agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-bing of children.

ISTE (International Society for Technology Education)

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:

A. Use technology resources to engage in ongoing professional development and lifelong learning;
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology to support student learning;
C. Apply technology to increase productivity;
D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

COURSE MATERIALS

Required Texts

Miner, B. J. (2013). *Lessons from the Heartland: A turbulent half-century of public education in an iconic American city.* New York, NY: The New Press

Resources on Canvas

LiveText Submission

Final Critical Reflection (.pdf)

HOW THIS CLASS WORKS

This class is organized as a cooperative class (not competitive) where you gain ideas, strategies, and skills to practice and analyze material. The key words for this class are **participation, cooperation, experimental, and analysis.** Class content is structured through concrete, cooperative experiences/simulations to demonstrate different disciplinary concepts in both the content areas and the process skills.

Individual course requirements are assigned to reflect your own understanding of key concepts. It is your responsibility to complete all **reading assignments and other assignments before class** so that you can better understand the context of what we are doing during class. Class sessions are for the application of the information you have read. I rarely deliver information that can be read in the text.

Videos and other technologies may also be part of the homework assignments. Please make sure you have access codes and are becoming familiar with the technology before an assignment is due.

GRADING AND COURSE POLICIES

Performance Tasks

Each of the performance tasks have been assigned a certain number of points out of 300 possible points that you can earn during the semester. More information about the performance task and on the evaluation of the task is available on CANVAS. **It is your responsibility to check CANVAS and ensure that your assignments were posted. If your assignment is not graded within a week, you should communicate with me to make sure that I received the assignment or the grade will be posted as a zero.** Along these lines, I will not accept late work after three days without a pre-arranged extension. Your grade will drop 10% a day for late work received within 3 days of the due date (e.g., minus two points per day for a 20 point assignment). If you have a pattern of turning in late assignments (the third late assignment), this flexibility will be revoked and you will receive an automatic zero for the assignment.

All assignments are to be submitted electronically to CANVAS. On all written work, you are expected to demonstrate correct use of English language with regard to grammar, punctuation, and spelling. **You must turn in a final draft. This means that you should read your work before you turn it in. If you have had trouble with writing in the past, you should have a peer or tutor read your paper too. Grammar is worth 20% of your final grade for all assignments. Please refer to the rubric in the dropbox for more information about grading.**

Abridged Description of the Performance Task	**Outcomes and Standards**
Educational History, 10 pts **Due 9/20 before class** Through this paper, you will summarize your own school experience, from preschool until now. You should talk about formative experiences that you remember, positive and negative. Also, include memories about your favorite and least favorite teachers. What do you remember about them? What practices of theirs would you like to emulate or avoid? Please write 3 pages, 12 pt. font, double-spaced with 1" margins, and be as detailed as you can about these memories. We will be discussing these papers during the first class.	Outcome F INTASC 1, 9 ACEI 1.1
Monthly Critical Reflections, 10 pts each **Due 10/4, 11/1 and 11/29 Before Class** An important component of this course is critically reflecting on the clinical experiences. These reflections should be focused on how the teacher candidate observes or experiences education using the course readings and discussions as a lens to understand the experience. These reflections are not just a summary of what happened in the clinical placement, but also include course content and evaluation of your experiences. As part of this activity, students will write what they experienced, their reaction to this, and action steps. In other words, they will respond to the questions: *What?, So what?,* and *Now what?* Students must use this structure and respond to specific questions tied to each reflection.	Outcomes A, B, C, G INTASC 1, 3, 4, 5, 9 ACEI 1.1, 5.2 ISTE V

Please make sure you include specific examples from your experiences and research in your essay. Each claim should be supported by examples. These papers should be about 3-4 pages and include at least 3 citations, which can include course readings, outside readings, or other research on course topics.	
Local History Research Paper (20 pts) **Due 12/13 at 5:30 PM** You will be reading a case example of institutional racism and how this affected citizens of Milwaukee. "Milwaukee's plight – as is true in so many other American cities – is rooted in complex and interdependent issues of housing, jobs, and schools, all of which are shaped by race and class" (Miner, 2013, p. xii-xiii). You will learn about historiography (how history is written), paying particular attention to primary and secondary sources and inherent bias. This will be a research paper, using at least 5 sources, that discusses one institution (housing, employment, law enforcement, or education) and how inequalities based on race and class factor into current practices. You should contextualize your arguments using one event from the Miner (2013) book and scan the newspaper of Racine and/or Kenosha from that same date. For example, if you would like to talk about inequalities in education, there were several notable protests, court decisions, and the date that integration was implemented. What did the local newspapers write about while these events were unfolding? Did anything change locally? This paper should describe notable events, relate them to local issues, and evaluate the sources from which citizens of the time were receiving their information. This paper should be about 3-5 pages and in APA format. More information and rubrics will be on CANVAS.	Outcomes A, B, C, D, F, G INTASC 4, 9 ACEI 3.2, 3.5, 5.2 ISTE V
Class Participation, 20 pts; Discussions, 20 pts **On-going** Learning is an active process that requires dialogue, critical reflection, and peer interaction to help us deconstruct our previous knowledge in order to construct new knowledge. Because of this, class participation is vital to our development as learners and teachers. You will be expected to: attend all class meetings; regularly make helpful, relevant contributions to discussion based on course content, assigned readings and one's lived experience; encourage others to contribute by inviting their comments; be willing to challenge other participants to think about the discussion topics in a new way, and actively participate in small group activities and discussions. Online Discussions are worth a maximum of 10 points each, based on the depth of the post, connecting ideas with assigned readings/media, and posing at least one discussion question in the original post. **You must write at least a full paragraph of text in the topic and 2 threads.** Topics are worth 5 points and threads are worth 2.5 points (for two). Topics must be posted by the **Friday** before the discussion is due so people have time to read and respond to the discussion questions. **Please post anonymously.**	Outcomes A, B, D, E, G INTASC 7, 9 ACEI 1.1, 3.2, 3.5, 5.2 ISTE V

Calculation of Final Grades

The points for EDU 210 total to 100 points as follows:

Educational History: 10 pts
Class Participation: 20 pts
Local History Research Paper: 20 pts
Monthly Critical Reflections: 30 pts
Discussion: 20 pts

The chart shows the point totals required to achieve specific final course grades, based on a 90%-80%-70%-60% scale.

Grade	Points	Grade	Points	Grade	Points
A (93%)	93 points	B- (80%)	80-82 points	D+ (67%)	67-69 pts
A- (90%)	90-92 points	C+ (77%)	77-79 points	D (63%)	63-66 pts
B+ (87%)	87-89 points	C (73%)	73-76 points	D- (60%)	60-62 pts
B (83%)	83-86 points	C- (70%)	70-72 points	F (<60%)	< 59 pts

Policy on Late Performance Tasks

As a way to demonstrate professionalism, you are expected to turn in all tasks by the due date and times listed in the course schedule. I will accept performance tasks (other than homework) after the due date, but your grade will decrease by 10% for each day the assignment is late, including weekend days. For example, a paper worth 20 points due on Friday is turned in on Sunday. The paper will earn 4 fewer points on Sunday than it would have if it had been turned in on time. Any performance task turned in late is not subject to revision and resubmission.

Policy on Resubmitting Performance Tasks

If you receive less than 80% of the allocated points on an assignment other than what is categorized as homework, you may resubmit the assignment within one week of the time the original is returned to you. You must notify me immediately that you intend to resubmit the assignment. If you wish, you may set up an appointment to discuss your revision and resubmission. You must turn in the original along with the resubmission for the work to be graded. When grading the resubmitted work, I look to see what you have revised based on the comments I made on the original work and the corresponding rubric. The maximum grade on a resubmitted assignment is 80% of the total point for that assignment.

General Course Information

It is your responsibility to do the following:

- Check the specific due date and time for each assignment. Pay close attention to CANVAS as to when you can submit your assignment as you will not be able to submit an assignment past the due date.
- Review complete assignment requirements and evaluation criteria for all assignments. This information is available on CANVAS.
- Use APA format for all written assignments. For help with APA, refer to this resource website from Purdue University: https://owl.english.purdue.edu/owl/resource/560/01/
- Save each assignment as a .doc, .docx, or as a pdf.
- All Livetext submissions must be uploaded as a pdf, and must be uploaded prior to the end of the term.

FIELD EXPERIENCE AND SEMINAR REQUIREMENTS AND EVALUATION

The purpose of field experience in Block III is to:

A. Assess personal, group, and individual practices, and knowledge about student achievement;

B. Begin to recognize that patterns of learning vary individually and across disciplines;
C. Recognize the need to understand cultural patterns of collaboration to support student success;
D. Identify environments that support individual and collective learning;
E. Identify and describe environments and strategies that support active engagement in learning and self-motivation;
F. Identify and reflect on ways in which teachers create learning opportunities for all students in the classroom;
G. Engage in the process of reflecting on how our choices as teachers impact student learning and motivation.

Each student will complete 20 hours of field placement hours. The field placement engages the teacher candidate in beginning practices related to teaching and learning, integrates strategies to observe and assist teachers within the co-teacher model; and begins an understanding of social justice and culturally relevant pedagogy as integral to the profession.

- You will be placed in a general education classroom under the direction of a mentor teacher(s) throughout the semester as a means to help you understand the application of theory and practice in an elementary or middle school classroom.
- You will participate in a Co-Teaching Foundations Training and a Pairs Training
- All placements have been made for you prior to the beginning of the semester, unless you are part of the educational assistants program.

The forty-hour classroom field experience and accompanying seminar is designed to support teacher candidates in identifying and developing skills and knowledge learned in seminar and related course work into their professional practice as teachers. Each student is expected to collaboratively teach and plan with their mentor teacher and engage in the one-teach/one observe and one teach/one assist co-teacher strategies.

Each field practice seminar within your educator development program is structured to provide a safe environment for open discussion of professional, academic, and personal issues. Safety, however, does not necessarily mean comfortable! One of the most important elements in creating a safe environment is developing a community that is open and willing to share all ideas. **We accomplish this goal by listening with an open mind to what others have to share, of being conscious of our eagerness to interrupt, and by engaging in respectful yet challenging conversations.**

Seminar discussions and assignments are to be kept confidential. As much of what is discussed is related directly to personal experience in school settings, confidentiality is imperative. It is part of our profession and ethical practice as teachers and it will be practiced in seminars.

Role of Teacher Candidate

Remember that you are a representative of UW-Parkside when you are in a field placement. You are expected to behave professionally at all times. That includes dressing appropriately for the setting, treating adults and children with respect, and demonstrating punctuality. Inappropriate behavior at a field placement can result in a student being pulled from that placement and therefore not passing the course.

In your field placement, teacher candidates are expected to:

- Be active and self-directed learners (get off your seat and on your feet).

- Read the school's website and the school's policy guide and follow all policies and procedures in it.
- Read and respond (when necessary) to all emails from your faculty supervisor, course instructor and mentor teacher
- Communicate any changes in your field schedule to your mentor teacher and your faculty supervisor as soon as you know.
- Document all hours spent at the field placement on the log sheet in Livetext.
- Maximize field learning by engaging your mentor teacher in utilizing the co-teaching strategies of one-teach/one assist, station teaching, and alternative teaching; also make sure you are co-planning with your mentor teacher.
- Maintain high expectations for field learning for yourself and for the students in the classroom.
- Maintain a practice that is consistent with the PI34 Code of Ethics.
- Submit all forms to your faculty supervisor. The pre-observation form is due at least 48 hours prior to your observation and the post-observation assignment (choose one question on the form at write at least one complete paragraph) is due the same day of the observation.

NO STUDENT WILL PASS COURSES IN THIS BLOCK UNTIL ALL HOURS HAVE BEEN COMPLETED.

Role of the Faculty Supervisor
For EDU 210, your faculty supervisor will visit your field placement site twice during the semester. The purpose of these visits is to support and evaluate your progress as a classroom teacher. The supervisor will observe your teaching for about 15-30 minutes and then have a follow-up conversation with you. **During the first visit, you should be actively assisting students or teaching a small group. During the second visit, you will be observed teaching a whole group or small group lesson, designed by you and your co-teacher.** After each visit, your faculty supervisor will discuss her observation and your educational goals for the remaining weeks of the placement. You should allot 10-15 minutes for that follow-up conversation.

Role of the Mentor Teacher
During your first field experience, your mentor teacher's primary responsibility is to introduce you to the art and science of planning, engaging, and assessing students in an elementary or middle school classroom. Your mentor teacher will define their expectations for you within a variety of co-teaching models and co-plan with you throughout your placement. As you are expected to assist or lead at least two mini-lessons, your mentor teacher will be providing you with verbal and written feedback on each of those mini-lessons to facilitate your growth and development. At the end of your placement, your mentor teacher will complete an evaluation of your performance.

Field Experience Evaluation
Throughout the seminar, teacher candidates and faculty supervisors are expected to engage in several evaluative activities:

1. Once you receive your field placement site, you will be asked to complete the online registration in LiveText at the beginning of the course. <u>You can't pass the class without completing the process.</u> We need this information for your licensure and our accreditation.

2. Throughout your field placement, you will work to complete a Field Experience Log, which documents the number of hours you have spent at the site and the types of activities you have engaged in while in the classroom. This log will be kept in Livetext and mentor teachers must approve your hours there.

3. The mentor teacher and the faculty supervisor formally evaluate teacher candidate performance in the field placement. For EDU 210, the evaluation will take place at the completion of the placement. These forms are retained in your individual student file on Livetext.

4. Teacher candidates will also complete written evaluations of their mentor teachers and their field placement sites upon completion of each placement. IPED faculty and the clinical field placement officer only use these evaluations internally to determine site quality.

5. Teacher candidates will also complete a written evaluation of their faculty supervisor and of the seminar facilitator on the final day of the seminar.

COURSE POLICIES

Elementary Education Course Completion Statement

Elementary Education majors must maintain a GPA of 3.0 in all education courses to maintain their academic standing within the Educator Preparation Program. Failure to successfully meet these requirements will result in you having to repeat the course to improve the grade. Failure to improve the grade will result in dismissal from the Elementary Education Program.

Emergency Statement

Every classroom has posted information about what to do in different emergencies. If you are in danger due to natural or human-caused events, call 262-595-2911 or 2911 from any campus phone. Emergency call boxes can be found on campus and also used to contact campus police. Ranger Alert will notify you in case of campus emergencies. To change your alert settings, visit www.uwp.edu/explore/offices/safety/rangeralert.cfm.

In the event of a major campus emergency, course requirements, deadlines, and related performance tasks are subject to changes that may require a revised calendar. You can get information about changes in this course from your instructor, or find changes listed in CANVAS. Instructor contact information is listed on the first page of this syllabus.

In the event that you have a major emergency, contact your instructor immediately or as soon as possible. If you are serving in a classroom, you will need to contact your cooperating teacher immediately as well.

Disability Related Services

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with any type of disability who will need reasonable accommodations for this course should contact the office of Disability Services as soon as possible for assistance and support. Disability Services is located in WYLL D175 and can be reached at 595-2372 or dss@uwp.edu. The office of Disability Services will assist you in providing a letter of verification to bring to instructors to make a plan for the semester.

Academic Misconduct Statement

Academic misconduct, including plagiarism, is a very serious offense. According to the UW System Academic Misconduct Policy, academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

If you use someone else's work, words, ideas, musical composition, digital layout, photographs, or any kind of work that is not yours, you need to give the creative individual credit for their contribution to your work. This includes work located on the Internet, specifically from Teachers Pay Teachers, links located via Pinterest, and any Internet images, including clip art. If you choose to claim all or part of another's work as your own, without proper citation of the work, you will earn a zero on that assignment and/or be subject to any disciplinary procedures presented in the UW System Academic Misconduct Policy deemed necessary by your course instructor. Reusing work that you have previously submitted for another class is not permitted without explicit instructor permission; reusing previously submitted work is considered academic misconduct under item (e) above and will earn a zero for the assignment and/or be subject to disciplinary procedures presented in the UW System Academic Misconduct Policy at the discretion of the instructor. If you have any questions about citing a source or about what constitutes plagiarism, please do not hesitate to ask.

A Dispositional Assessment Form referred to as a Communication of Concern will be filed with IPED for any UW-Parkside teacher candidate who plagiarizes or commits other acts of academic misconduct. For more information regarding Dispositional policies and procedures, please consult your instructor, the IPED advisor, or the IPED department chair.

Attendance and Participation
Attendance is required in all learning spaces: college classrooms, online, and out in the community. Attendance is not just a matter of being physically present, but teacher candidates need to be cognitively and emotionally present and prepared in all learning spaces. This means being prepared to discuss all assigned readings and participating in communities of practice (e.g., CANVAS discussions, activities and discussions in class). The State of Wisconsin licensing rules regarding teacher certification requires teacher candidates to develop professional knowledge, skills, and attitudes toward teaching and learning. **Because your peers, the children, and your mentor teacher depend on your presence, the importance of being prepared for every class cannot be overemphasized.**

PUT YOUR PHONE AND COMPUTER AWAY, UNLESS SPECIFICALLY DIRECTED TO TAKE IT OUT FOR A CLASS ACTIVITY.

Policies about Participation
Participation will be worth 20% of your final course grade. Please see the rubric below for more information about how this grade will be determined. If you need to be absent, you must contact your instructor or field placement host teacher several hours prior to your absence. You will have the opportunity to make up 50% of the participation points you missed with an additional assignment determined by your instructor. Unexcused absences will result in a grade drop of one letter per absence (e.g., an A will become a B). An absence can be excused by documentation AND e-mailing the instructor prior to the absence. More than two unexcused absences will result in an automatic F for the course.

You must also be prepared to begin class at the listed start time, with all materials and assignments completed. If you are tardy (10 or more minutes late) two times, this counts as one absence. The

instructor also can use their discretion to drop your grade if they note a pattern of tardiness. Even one minute late could be considered a tardy and could affect your grade. Please make sure you are in communication with your instructor if you must be late for any reason.

In addition to communicating with your instructor, it is strongly recommended that you exchange contact information with several "buddies"/students in class. In the event that you are absent, one of these students can share the information from that class that is necessary for you to be successful.

Course Communication
Read and answer email regularly and in a timely fashion using your Parkside email address. Please allow 24 hours for your instructor to return an email. Students will be expected to check CANVAS for course assignments/readings/rubrics.

Students are encouraged to bring laptops/tablets to class; however, students should only use these devices for class activities during class time. Students are cautioned that the inappropriate use of digital devices during class negatively impacts their ability to be fully present and participate in class activities and discussion and will negatively impact her/his demonstration of professionalism. Please refrain from texting and inappropriate use of digital devices, as this will affect your daily participation grade.

Professionalism
It is important to treat education as a profession and your education courses as part of your professional development in becoming a teacher. In this course you will be introduced to a body of knowledge and pedagogical content knowledge necessary to become a successful teacher at the elementary and middle school level. As you work through the course material, always think like a teacher and ask yourself: how is what we are doing in class going to benefit my future students; and always act like a teacher and go above and beyond the basic requirements of the course.

Consistent with this view of professionalism, you will assessed on the dispositional indicators developed by the Institute of Professional Educator Development and based on the ten Wisconsin Teacher Standards and The Interstate Teacher Assessment and Support Consortium (INTASC) principles. Please refer to your IPED Teacher Candidate Guide for more information regarding Dispositional policies, procedures, and the dispositional rubric.

Diversity and Inclusion
The University of Wisconsin-Parkside is dedicated to a safe, supportive and non-discriminatory learning environment and to a safe and supportive classroom regardless of race, ethnicity, ability, national origin, gender, gender identity, sexual orientation, religion, age, immigration status, and other affiliations. Our university is committed to student excellence as well as promoting an inclusive campus climate in order to close equity gaps in the areas of student accesses, retention, and degree completion.

FINAL COMMENT
All faculty and staff associated with The Institute of Professional Educator Development seek to help you become an excellent teacher of elementary and middle school students. Please feel free to contact me to discuss matters related to the course or teaching. Each semester, make sure to schedule a meeting with your advisor to discuss your progress toward degree completion and licensure. Along with your colleagues, please attend information sessions or monthly brown bag lunches to discuss issues related to teaching and learning. All of us in IPED look forward to working with you this semester.

PARTICIPATION RUBRIC

	Active Participation (2)	Moderate Participation (1)	Low Participation (0)

Preparation	Teacher candidate exhibits evidence of having completed all assignments and activities according to the guidelines that were assigned	Teacher Candidate appears ready to participate but is hesitant, and has completed most assignments and activities	Teacher candidate appears to lack preparation and does not attempt to interact or engage in activities. A number of performance tasks are not complete
Integration of Readings	Teacher candidate initiates discussion of readings, videos, and supports their ideas with specific page references or specific references to videos; teacher candidate synthesizes readings	Teacher candidate supports points during class discussions but only uses general references to course readings and materials	Teacher candidate rarely initiates discussion and is not able to reference required reading or other materials
Collaboration	Teacher candidate furthers the discussion and builds on the ideas of others, regularly invites others into the conversation, and comments and questions reflect having thought deeply about the material	Teacher candidate furthers the discussion and builds on the ideas of others; general or limited references to course materials or to ideas of others.	Teacher candidate's comments do not further the discussion and do not exhibit careful reflection on the material or ideas of classmates

Weekly Calendar

Week/Date	Topic	Due by the Beginning of Class
September 9	Introductions Information about the course	
September 16	Enacting a Pedagogy of Caring	Read and Watch: http://ideas.ted.com/all-kids-deserve-the-best-wherever-they-grow-up/ **Educational History Paper Due**
September 23	Gender and LGBTQ Identity	Read: the Oatmeal comic Resources on CANVAS
September 30	Friendship and Bullying	Bullying powerpoint, watch and discuss Watch: Shane Koyczan: To This Day…for the bullied and beautiful **Monthly Reflection #1** (email anonymous portion)
October 7	Equity and Equality	Watch: Reality Pedagogy http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/ **CANVAS Discussion**
October 14	"Segregation, Prosperity, and Protests: 1950s and 1960s"	Read: *Lessons from the Heartland*, Part 1.
October 21	Recognizing Privilege	Privilege Readings/Cartoon **CANVAS Discussion**
October 28	Implicit Bias	Read and listen to: http://www.npr.org/2017/06/05/531578107/the-thumbprint-of-the-culture-implicit-bias-and-police-shootings **Take Implicit Bias test (any category)**
November 4	"Desegregation, Deindustrialization, and Backlash: 1970s and 1980s"	Read: *Lessons from the Heartland*, Part 2 **Monthly Reflection #2**
November 11	Stereotypes and Inclusiveness	Read Kohl, H. "I won't learn from you." Watch: Peace, Equity, and Justice **CANVAS Discussion**
November 18	Colorblind Racism	Read: Racism without Racists chapter In class: 10 things white people should quit saying
November 25	"Resegregation, Abandonment, and a New Era of Protest: 1990s and 2000s"	Read: *Lessons from the Heartland*, Part 3
December 2	Creating Equitable School Climates: Beyond Zero Tolerance Discipline	Read: Noguera article **Monthly Reflection #3**
December 9	School Resegregation and Wrap up	Listen to/Read Transcript: http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with
December 13		**Final Paper Due @ 5:30 PM**

**This syllabus serves as a general guide to the student and is subject to changes, additions, deletions, and modifications at any time during the semester. If there is a discrepancy, students should follow instructions in CANVAS .