Individual, School and Society

Elementary/Secondary Education 201

Fall 2021 3 credits

Instructor [redacted]

Mauston High School [redacted] x[redacted]

Google Classroom Link: w22iu42

Course Introduction:

This course provides you with an introduction to teaching as a profession in the US public education system. The course is organized around the seven Educators Rising Standards. Together, these standards will lead us through an analysis of what future educators need to know, understand and practice in order to one day become accomplished teachers.

Educators Rising Standards: https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf

Course Goals: (*-per* University of Wisconsin Oshkosh)

The main purpose of this course is to develop an informed understanding of what it means to be a professional pK-12 teacher and to encourage critical perspectives of the relationship between the individual, school, and society. The course is designed to help foster cultural awareness at the individual and systemic levels and to promote equity and social justice in educational practices and in the community as a whole. Students will examine their own educational backgrounds and analyze influences that have shaped them as members of society and potential educators. We will explore a wide range of education topics, including diversity and equity, historical contexts of school in society, the politics of education, teachers' and students' roles, educational philosophy, pedagogy, and curriculum. Because this is a teacher education course, there will be opportunities to lead the class in discussion and activities.

Unit 1: Understanding the Profession Educators Rising Standard 1

In this unit you will learn about the profession in order to explore the many career opportunities and make informed decisions about pathways to accomplished teaching. *Educators Rising Standards* (pp. 10-12).

Topics	Resources
Introduction of Unit 1: Understanding the Profession *Zero to 30,000 feet: An Overview of the Structure of Public Education in the U.S.*	• Lecture • Guest speaker: RJ Rogers--School Board President (Zoom)
Engaging Stakeholders (p. 11) *External Stakeholders*	• Explore stakeholder groups https://bit.ly/EDU201Stakeholders • Guest Speaker: Kim Kukal--Executive Director Wisconsin Rural Schools Alliance (Zoom)

Internal Stakeholders: Professional Learning Communities (PLC)	● Video & discussion https://youtu.be/r--tAcsrI48 https://www.teachingchannel.org/video/professional-learning-communities https://newteachercenter.org/wp-content/uploads/Beginning-Teacher_Practice-Brief.pdf
Exploring the Profession (p. 10)	● Education Career Pathway Log http://bit.ly/EDU201PathwayChart
Becoming Accomplished Professionals (p. 10)	● Lecture https://www.nbpts.org/national-board-certification/ https://www.masters-education.com/wisconsin-masters-in-education/ https://dpi.wi.gov/licensing/apply-educator-license/master-educator
Advocating for the Profession (p. 11) *The role of unions*	● Guest Speaker--Mauston Educators Association Derek Felska
Educators Rising Lesson *How Does My District Work?*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/f5167e08-a35f-4a19-8565-37cb63c30d4d.pdf?v=637455509518470000

UNIT 1 Assignments:

- **Hot Topics in Education** due Sept. 13, 17, 22, 29 See directions here http://bit.ly/EDU201ArtSummaries
- **Personal Philosophy of Education Part I** due Sept.15. See directions here http://bit.ly/EDU201PhilofEDI
- **Exploring Careers in Education** job shadow & interview notes due Sept. 30. Presentation Oct. 6. https://bit.ly/ExploringCareers
- Attend one of these school board meetings: Sept. 20, Oct. 18, Nov. 15, or Dec. 20. Complete this **Reflection** https://bit.ly/EDU201SchoolBoard. Due Dec. 22.
- Begin reading ***Warriors Don't Cry***.

Unit 2: Learning About Students Educators Rising Standard II

You will learn about yourself and the internal and external systems which impact student learning. You will learn about the importance of building relationships to support student social, emotional, and academic development. *Educators Rising Standards* (pp. 13-14).

Topics	**Resources**
Introduction of Unit 2: Learning About Students Gaining Self-Knowledge (p. 13) *Who am I as a learner?*	● Lecture, exploration, share Myers-Briggs Personality Test https://www.16personalities.com/

Examining Personal Bias *Who are we?* *Historical Context of Public Education in the United States. Examining the Roots of Bias in Education* *Local History: Evolution of Public Education in Juneau County*	3 Learning Styles http://www.educationplanner.or g/students/self-assessments/index.shtml Multiple Intelligences https://personalitymax.com/multiple-intelligences-test/ A caution... https://www.edutopia.org/multiple-intelligences-assessment* ● Reading & discussion http://www.edweek.org/ew/section/multimedia/data-package-us-schools-racial-ethnic-landscape html https://nces.ed.gov/programs/raceindicators/indicator_rbb.asp https://nces.ed.gov/blogs/nces/post/a-slightly-more-diverse-public-school-teaching-force Project Implicit: Harvard Study https://implicit harvard.edu/implicit/selectatest html http://www.tolerance.org/Hidden-bias Implicit Bias in Schools: https://youtu.be/QnzkWc4b4mY Additional resources: Unconscious bias https://youtu.be/dVp9Z5k0dEE https://youtu.be/KBZPHE1oPJo Implicit bias TED Talk https://youtu.be/Fr8G7MtRNlk ● Lecture https://tinyurl.com/EDUHistoED ● Guest speaker: Rose Clark--Curator Juneau County Historical Society & retired educator. Tour Juneau County Historical Society Boorman House and schoolroom archives.
Developing Cultural Competence (p. 13) *Cultural Deficit Thinking and Belief Gap*	● Video: Kelisa Wing, DoDEA Teacher of the Year 2017 https://www.youtube.com/watch?v=fphWIzmpvTU http://www nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf https://youtu.be/sgtinODaW78 http://www.tolerance.org/sites/default/files/general/TT_Social%20Justice%20Standards_web_0.pdf

Cultural Competency Requirement *WI ACT 31 Understanding American Indian history, culture, and sovereignty in WI.*	● Discussion https://www kickboardforschools.com/blog/post/what-is-a-culturally-competent-school https://www.youtube.com/watch?v=eSwr6vsrqb0&feature=youtu.be&list=PLrMqXQ2J_13ubw2OiTy9FdkAYHm_y2IIy https://dpi.wi.gov/amind/state-statues https://www.pbs.org/video/unspoken-americas-native-american-boarding-schools-oobt1r/ https://www.transact.com/blog/understanding-the-impact-of-historical-trauma-for-the-education-of-native-american-children ● Guest Speaker--David O'Connor, DPI Consultant for American Indian Studies (Zoom) ● Introduce **Annotated Bibliography**
Understanding Different Learning Needs (p.14) *Reaching All Students: Student Motivation, Engagement & Achievement* *The Impact of Trauma on Learners*	● Lecture and exploration https://www.teachingchannel.org/blog/2014/09/08/video-playlist-6-ways-to-build-relationships-with-students/ http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx ● ACES and introductory video https://vimeo.com/139998006 ● *Paper Tigers* documentary http://kpjrfilms.co/paper-tigers/ https://www.washingtonpost.com/news/answer-sheet/wp/2013/10/28/five-stereotypes-about-poor-families-and-education/?utm_term=.45b36c7c3c45 ● Guest Speaker: Mrs. Julie Quist, School Counselor and member of MHS Crisis Team. ● Exploration of Mauston Alternative Learning Program https://www.maustonschools.org/learning/highschool-learning-opportunities-mapprograms.cfm ●
Reflecting on Students (p. 14) *The Danger of a single story*	● Video https://www.ted.com/talks/chimamanda_adichie_the_danger_of_

Exploration of Micro-credentials	a_single_story?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare ● Explore Micro-credentials https://bloomboard.com/microcredential/provider/ac2f23c8-274d-449d-ac3f-6ad29e399737#aspiring_to_teach
Educators Rising Lesson Plan *Understanding Bias*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/9960bc74-2d56-4868-9043-c4ce81d52b4f.pdf?v=637455505325570000

UNIT 2 Assignments:

- **Hot Topics in Education** due Oct. 7, 13, 20, & 27. http://bit.ly/EDU201ArtSummaries
- **Paper Tigers Reflection** https://bit.ly/EDUPaperTigers Due Oct. 22
- **Response Essay**: *Warriors Don't Cry.* Due Oct. 29. Direction link: http://bit.ly/WarriorsEssay
- **Final Portfolio** Check-in #1 due Oct. 29.

Unit 3: Building Content Knowledge Educators Rising Standard III

You will learn how to build content knowledge for the purpose of creating relevant learning opportunities. *Educators Rising Standards* (pp. 15-16).

Topics	**Resources**
Introduction of Unit 3: Building Content Knowledge Planning an Educational Pathway (p. 15)	● Discussion Revisit Career Pathway Chart from UNIT 1 http://bit.ly/EDU201PathwayChart Add Hot Topics in Ed article titles. ● Primary research Survey local content & grade level teachers
Developing Content Expertise (p. 15) *Utilizing Online Resources* *Professional Development to Increase Pedagogical Knowledge*	● Research & discussion https://tinyurl.com/ContentExpertise ● Discussion Local PD itineraries https://www maustonschools.org/learning/index.cfm Example of professional conference https://www nsta.org/conferences/ CLOSE Reading Webinar https://www.commonsense.org/education/webinars http://www.teach-nology.com/litined/ed_periodicals/ Excerpts from a scholarly peer- reviewed journal http://files.eric.ed.gov/fulltext/EJ872650.pdf Educational Periodical

	http://www.edweek.org/ew/issues/professional-development/
Considering Multiple Perspectives (p. 16) *"Everyone has a story"*	• Discuss Response Essay *Warriors Don't Cry* • Introduce **Annotated Bibliography**
Making Content Connections (p. 16)	• Read and Discuss (JigSaw) https://www.edutopia.org/blog/cross-curricular-teaching-deeper-learning-ben-johnson https://www.thoughtco.com/cross-curricular-connections-7791 https://www.schoology.com/blog/5-successful-cross-curricular-teaching-ideas
Reflecting on Content Knowledge (p. 16) *Great Educators in Action* *Re-examine Micro-credentials*	• Video & discussion NBCT Video https://www.educatorsrising.org/virtualcampus/getinspired/national-board-videos https://bloomboard.com/microcredential/provider/ac2f23c8-274d-449d-ac3f-6ad29e399737#aspiring_to_teach https://microcredentials.digitalpromise.org/explore?organization_name=Educators%20Rising
Educators Rising Lesson *The Importance of Content Knowledge*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/9960bc74-2d56-4868-9043-c4ce81d52b4f.pdf?v=637455505325570000

- Update **Career Pathway Log** and share Nov. 11. You will continue to make additions to this document. It will be included in your **Final Portfolio**.
- **Annotated Bibliography** Due Nov 15. https://tinyurl.com/EDUAnBib

Unit 4: Engaging in Responsive Planning: Educators Rising Standard IV

You will learn how to respond to students' needs through thoughtful planning. *Educators Rising Standards* (pp. 17-18).

Topics	**Resources**
Introduction to Unit 4: Engaging in Responsive Planning Utilizing Content and Pedagogical Knowledge (p. 18) *Educational Theories--Behaviorism, Cognitivism, Constructivism, Connectivism and self-exploration of additional theories*	• Lecture What is Learning? https://tinyurl.com/EDULearnTheories • Exploration of additional Theories https://www.learning-theories.com/ https://teacherofsci.com/learning-theories-in-education/ • Observe and share

	Learning theories in Action/Reflection #3 https://tinyurl.com/LThObservations ● Cognitive Development--Piaget https://bit.ly/2IkVGLL
Building Lesson Plans (p. 18) *Standards* *Differentiated Instruction*	● Discussion Common Core http://www.achieve.org/presentations/understanding-common-core-state-standards http://www.achieve.org/equip/exemplars?&&&page=1 World Language Examples https://dpi.wi.gov/sites/default/files/imce/world-language/WorldLanguagesStandards2019.pdf https://www.actfl.org/publications/all/world-readiness-standards-learning-languages ● Discussion https://www.edweek.org/ew/collections/differentiated-instruction-videos/index html https://www.youtube.com/watch?v=zCxwLcdzOIM https://www.youtube.com/watch?v=mVRYSC8YyYA
Meeting Student Needs (p. 17) *Culturally Responsive Differentiated Instruction & Exemplars* *Special Education*	● Reading & discussion https://edtechmagazine.com/k12/article/2019/03/technology-inside-next-gen-learning-environments-continues-evolve https://www.youtube.com/watch?v=VbT_g4ttr_w http://steinhardt nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differientiated%20Instruction.pdf http://www.achieve.org/equip/exemplars?&&&page=1 https://www.edutopia.org/article/station-rotation-differentiating-instruction-reach-all-students ● Guest Speaker: Special Education Teachers Tiffany Schumer and John Pynnenberg https://nces.ed.gov/fastfacts/display.asp?id=64 https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/special-education-federal-law-vs-state-law ● *Intelligent Lives* documentary

Building Lesson Plans (p. 18) *Lesson Planning*	• Reading & discussion Example Teaching about Civil Rights https://sharemylesson.com/ https://www.edutopia.org/blog/black-history-month-teaching-resources-matthew-davis/ https://www.tolerance.org/magazine/publications/civil-rights-done-right https://www.educationworld.com/a_sites/sites087.shtml https://americanhistory.si.edu/freedom-summer/teacher-resources
Designing Learning Environments (p. 17) *Physical Layouts & Student Groupings*	• Jigsaw and discuss https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom https://bit.ly/EDU201LearningEnviros https://www.edutopia.org/article/sensory-room-101-betty-ray https://www.teachingchannel.org/blog/2014/02/12/completed-lesson-plans/ http://www.pz harvard.edu/projects/teaching-for-understanding https://sharemylesson.com/ https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/design html
Educators Rising Lesson *Designing Single Lesson Plans and Lesson Sequence*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/18e39013-39bf-4475-929a-61c51ea6382a.pdf?v=637455511433070000

Assignments:

- **Learning Theories Observations** https://bit.ly/LTobservations due Nov. 11
- ***Intelligent Lives* Reflection** https://bit.ly/EDUIntelligentLives due Nov. 24
- **Micro-credential** due Dec. 20. There will be multiple collection dates and peer editing tasks prior to the final turn in date.

Unit 5: Implementing Instruction

You will learn about effective instructional strategies which engage students and promote learning. *Educators Rising Standards* (pp. 20-21).

Topics	**Resources**

Introduce Unit 5: Implementing Instruction *Using Instructional Strategies* (p. 21)	● Lecture Traditional and Non-traditional Instruction ● Guest speaker MHS & iLead Charter School Principal Mr. Jim Dillin
Establishing Learning Environments (p. 20)	● Discussion Establishing a Just and Equitable Learning Environment https://rides.gse harvard.edu/links/social-justice-standards-framework-anti-bias-education http://www.tolerance.org/publication/instruction
Leveraging Technology to Promote Learning (p. 21)	● Educators Rising Activity--Debate https://mpxfiles mpxlive.com/Uploads/Files/live_2/pdk/517761ab-ca08-4f33-82a7-553cb2788184.pdf?v=637305940980030000 ● Exploration of E-Learning Tools Padlet, Socrative, Flipgrid, Edmodo, edpuzzle, Nearpod https://www.classcraft.com/blog/features/how-has-technology-improved-education/ https://www.goguardian.com/blog/technology/9-unique-ways-to-use-technology-in-the-classroom/
Fostering Critical Thinking (p. 21)	● ER Activity--Debate ● Lecture https://www.insidehighered.com/views/2020/03/02/teaching-students-think-critically-opinion
Educators Rising Lesson *Integrating Technology into Instruction*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/18e39013-39bf-4475-929a-61c51ea6382a.pdf?v=637455511433070000

Assignments:

Unit 6: Using Assessment and Data

You will learn how assessment is used for the purpose of making decisions which advance teaching and learning. *Educators Rising Standards* (pp. 22-23).

Topics	**Resources**
Introduction to Unit 6: Using Assessment and Data *Assessment: The State of the States: Standards & Assessments. Spotlight on Wisconsin.*	● Lecture Levels--NCLB to present https://www.youtube.com/watch?v=Lu4eBNGfZes http://www.csai-online.org/sos https://dpi.wi.gov/assessment

	https://dpi.wi.gov/strategic-assessment/foundational-resources/videos
Acquiring Assessment Literacy (p. 22) *Overview of Diagnostic, Formative, Interim, Summative Assessments*	• Lecture: The Role of Testing at Local, State & National https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative https://a1050-77897202 cluster52 canvas-user-content com/courses/1050~1741795/files/1050~77897202/course%20files/Mini%20Sites/quizquestions/index html https://dpi.wi.gov/strategic-assessment/cycles-assessment/interim https://dpi.wi.gov/strategic-assessment/cycles-assessment/summative
Using Assessment to Inform Instruction (p. 22) *Standards-based Assessments: Unpacking standards and aligning assessments*	• Lecture https://www.educatorsrising.org/virtualcampus/video/141-teach-inspiration-100?gi_section=TOT& http://www.corestandards.org/ELA-Literacy/ http://www ncte.org/library/NCTEFiles/Resources/Journals/EJ/1031-sep2013/EJ1031Better.pdf http://www.csai-online.org/spotlight/part-ii-five-elements-assessment-design#part-4 • Guest speaker: Ms. Oleinik, Director of Teaching & Learning
Educators Rising Lesson *Selecting and Designing Formal Assessment*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/ce2d23a3-e620-4cc2-a36f-58a875e71e42.pdf?v=637455508373170000

Assignments:

- **Personal Philosophy of Education Part II**. http://bit.ly/EDU201PhilofED2 due Jan. 11.
- **Final Portfolio** Check-in #2 Jan. 13.

Unit 7: Engaging in Reflective Practice--Ongoing

You will learn how reflective practice enables you to advance student learning and grow professionally. *Educators Rising Standards* (pp. 24-25).

Topic	Resources
Educators Rising Lesson *My Teacher Persona*	https://mpxfiles.mpxlive.com/Uploads/Files/live_2/pdk/b63e7e33-459c-4f07-a0ea-0352797594cb.pdf?v=637456389304770000

Observation Hours:

Classroom
Students are required to complete a minimum of six hours of classroom observation. These observation hours are an integral part of the micro credential assignment. Observation hours may be completed during a study hall or during a Classroom Assistant assignment if concurrently enrolled.
Education Careers
Students are required to complete eight hours of job shadowing in a non-classroom or non-core setting. These job shadowing hours are necessary for completing the Exploring the Profession assignment in Unit 1.

Coursework:

Hot Topics in Ed (x8)
Reflections (x 6)
Exploring Careers in Education Presentation
Annotated Bibliography
Micro-credential
Response Essay *Warriors Don't Cry*
Personal Philosophy of Education Part I
Personal Philosophy of Education Part II
Final Portfolio

Attendance:
Attendance is mandatory for all scheduled meeting dates and times.

Late Work:
Late work will be accepted at the instructor's discretion. If accepted, there will be a 50% deduction.

Grading Scale:
Grades will be posted and available for students to view in Skyward. Grades submitted to UW Oshkosh will be converted to a 4.0 scale in order to be in compliance with the CAPP program.

MHS Grade Scale		UWO Grade Scale
94-100	**A**	4.0
92-93	**A-**	3.67
90-91	**B+**	3.33
84-89	**B**	3.0
82-83	**B-**	2.67
80-81	**C+**	2.33
74-79	**C**	2.0
72-73	**C-**	1.67

70-71	**D+**	1.33
64-69	**D**	1.0
62-63	**D-**	.67
0-61	**F**	0

COEHS Disposition Policy Statement:
Potential candidates must recognize teaching is a profession requiring ethics and integrity. Candidates must exhibit mature decision- making, act responsibly in classrooms and beyond, and demonstrate personal and professional teaching dispositions established by the College of Education and Human services, University of Wisconsin Oshkosh. Student behavior and performance concerns will be addressed through the Teacher Candidate Disposition Notification of Concern document.

UWO Academic Integrity Policy:
The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of source, and for respect of others' academic endeavors." (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code, Students on the UW Oshkosh campus have been suspended from the University for Academic Misconduct.

Students are encouraged to review the procedures related to violations of academic honesty as outlined I Chapter UWS 14, Wisconsin Administrative COde. The system guidelines and local procedures are printed in University of Wisconsin Oshkosh Student Discipline Code 2000-01.

Specific questions regarding the provisions in Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

UWO Class Absence Policy:
If a student will be absent from class for emergencies, medical reasons, or exceptional personal reasons, he/she is responsible, if capable of doing so, for contacting professors individually or through their departments. If the student, family member, or friend is not able to contact professors or the student will be absent more than three (3) class day, the Dean of Students Office may be asked to send notification of the absence as reported to staff. The Dean of Students Office does not verify this information by often receives medical documentation for serious emergencies (2000-01 Student Handbook/Calendar page 13).

UWO Accommodations for Individuals with Disabilities
"The University of Wisconsin Oshkosh is committed to providing reasonable accommodations for students with disabilities. Please contact Disability Services [Dean of Students Office 125 Dempsey Hall 424-3100 (voice) 424-1319 (TTY)] for the University's accommodation request form and documentation requirements. Information related to an individual's accommodation request and/ or arrangements will be confidential and will be shared with relevant University personnel or offices on a 'need to know' basis."

CAPP students and families, please note:

All CAPP students, through their UW Oshkosh student ID number, email, Net ID, and Titan Card have access to UW Oshkosh on-campus and online events and resources, just as regular UWO students do.
These include the Polk Library database and research resources, on-campus clubs, events, contests **(can add department or course-specific appropriate resources)** as well as **CAPP scholarships**.

If a CAPP student plans to enroll at UW Oshkosh as an incoming freshman, they may apply for a:
CAPP Scholarship of $500 or, if eligible, **CAPP Honors College Scholarship of $1000.**
For more information on the CAPP Scholarships http://www.uwosh.edu/capp/students/capp-student-scholarship

If you or your parents would like further information about studies in Education at UW Oshkosh, please contact the CAPP Course EDU 201 liaison, Dr. Donald Hones at hones@uwosh.edu.