University of Wisconsin Eau Claire

We acknowledge that UW-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.

University of Wisconsin Eau Claire
College of Education and Human Sciences

ES 203: Exploring Schooling in Grades 1-8
[redacted]

ES 212 Exploring Schooling K-12
[redacted]

Fall 2021

Instructor: [redacted] **Office:** [redacted] **Student Drop-In Hours:** In Person, Virtual Chat or Phone Calls [redacted] **E-mail:** [redacted] **Phone:** [redacted]	**Classroom:** [redacted] **Class Meeting:** [redacted] **Final Exam:** Tuesday December 21, 1:00pm **Required Text:** All readings will be posted in Canvas

Course Catalog Description and Course Information

Examination of elementary and middle schooling, instructional planning, and effective teaching practices. The course combines field experiences with reading and discussion to introduce the roles and responsibilities of a professional educator at the elementary and middle school level.

This class and the accompanying practicum are designed to provide a road map of what to expect and the steps to take for a successful journey into the teaching profession. It provides an initial elementary classroom experience, including daily work with young students in a classroom alongside an exemplary experienced teacher. The course strives to help pre-service teachers come to an understanding of what it means to be a teacher dedicated to lifelong learning and to advancing the achievement of all children.

Course Expectations

Equity and Inclusion Statement: The Department of Education for Equity and Justice values and respects the many differences that enrich our community. Our department believes that interrogating and disrupting racism and bias in our educational systems is foundational to becoming a justice-oriented educator. This program of study will be academically challenging, as well as, intellectually, emotionally, and culturally demanding. Because of the close links between culture, identity, schooling, and power, and the need for educators to be prepared for diverse multicultural contexts, the content of this major will include discussions of tense issues, which at times might be uncomfortable to some.

We encourage you to engage in candid, honest, respectful, and thoughtful dialogue with the understanding that issues and perspectives related to the needs and experiences of historically marginalized youth, families, and communities will be centered. During discussions, the discourse should be critical and you should seek to participate as an active listener. Notice the amount of time you are occupying and try to be efficient with your use of language. As you reflect on the class later, ask yourself, "What proportion of the class was I speaking versus listening?" When a colleague has shared an idea before you respond, be sure to ask yourself, "What is the purpose of this response?" As well as, "What am I learning through this exchange?" Try to avoid hasty generalizations and tangents that circumvent the topic at hand. Be inquisitive about historical context and do not attempt to answer your own questions before listening to others.

When sharing your responses to the course materials and readings through reflections or discussion forums, personal and emotional reactions are legitimate. However, we want you to simultaneously connect your reactions to critical and analytic responses. Think critically about your own experience—how does your reaction illustrate the topics discussed in class or covered in the readings? If you disagree with an author, analyze and use the text to explain the point you thought that person was attempting to make, and how your viewpoint differs.

Attendance Policy: Students have the greatest level of success when they participate in classes in the format in which they were designed. The expectation for the spring 2021 semester is that any student who is not ill, in quarantine, or does not have a university-approved accommodation will attend class in the format directed by the instructor. It is important to distinguish between *attendance* (simply being present in person or online) and *participation* (actively completing learning activities in person or online). I will not factor simple attendance into the grading formula; however, I may factor in points for participation in activities or discussions in class. Students unable to attend class (i.e., who are ill or in quarantine or have a university-approved accommodation) must contact the instructor and then will be provided with opportunities to make up those participation points through work completed outside of class. Make-up participation activities may be different than the in-class opportunity, may or

may not be available until the student has completed the absence period, and must be completed in a reasonable amount of time established by the instructor.

In the event of an emergency, please email me as soon as possible. Communication is the best way to ensure that you fulfill course requirements. You are expected to attend class meetings as scheduled.

COVID-19 Attendance Information: Students who are sick, who are engaging in self-quarantine at the direction of a health care professional, or who suspect they may be ill due to COVID-19 exposure should not attend in-person classes, will not be required to provide formal documentation from a health care provide, and will not be penalized for absences. Students should notify instructions in advance of the absence or inability to participate in an activity if they are able. Students will be responsible for any content missed, including exams, quizzes, labs, and other important activities conducted during class meetings. Students should continue to work with their instructions to complete the requirements of the course.

COVID-19 Classroom Policy: Each of us shares responsibility for the health and safety of all in the classroom environment. We will follow UWEC directives for COVID-19 prevention (for the latest guidance see https://www.uwec.edu/coronavirus-updates/). Specifically, in this classroom we will mitigate the risks of virus transfer by abiding by the following safety directives:

- Follow mask and physical distancing guidelines if not vaccinated
- Stay home when sick.

In the classroom, any student who does not follow these provisions will be asked once to follow the safety directives. If the student does not comply, I will next ask the student to leave the class for that day. I will also refer the matter to the Dean of Students Office for review should a student persist in ignoring safety directives. These policies are subject to change due to the ever changing nature of the pandemic.

Recording Policy: Classes may be recorded and shared via Canvas so that all students will have access to the content. I will tell you when I am recording and what sections will be posted to Canvas.

Assignments: Students are expected to complete all assignments and projects by the due date. Turning in assignments after the due date will result in a lower grade. If you anticipate not being able to turn in an assignment on time, please reach out to me prior to the due date so we can discuss an alternative due date. All work must be original for this course and completed individually unless otherwise noted in the assignment directions.

Conceptual Framework

The University of Wisconsin-Eau Claire Teacher Education Program commits itself to Preparing Collaborative Leaders who can develop, apply, and integrate knowledge within and across subjects, as well as reflect on their practice to improve performance.

This course contributes to the development of knowledge in *Planning and Evaluation*, *Learning Environment*, *Instruction*, and *Professionalism*.

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Course Instructional Goals

The purpose of this course is to provide foundational knowledge of teaching and learning. During the course, you will explore the histories and contexts of schools and education. You will also learn about current issues in education. You will begin developing your philosophy for education based on research, high leverage practices, theory, practical experience in the classroom, and reflections on your own experiences in school.

Instructional Goal This course will provide the aspiring educator with:	**InTASC Teaching Standard**	**Evidence of Performance**
Demonstrate familiarity with InTASC teaching standards and their applications in the classroom	1-10	Readings, discussions, lesson plan, context for learning, reflections
Evaluate teaching as a viable career option	9-10	Readings, discussions, reflections, education story, dispositions
Identify strategies that can be used to engage students and apply them in a classroom	1-8	Readings, discussions, lesson plan
Apply knowledge of standards by preparing and teaching a lesson	1-5, 7	Readings, discussions, lesson plan
Create a context for learning addressing diversity in a classroom	1-8	Readings, discussions, context for learning
Evaluate the success of a lesson through formative or summative data collection and	1-8	Readings, discussions, lesson plan, reflections

reflection		
Demonstrate growth and understanding of culturally sustaining pedagogies and how to apply them in the classroom	1-8	Readings, discussions, education story, reflections

InTASC Teaching Standards

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

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.

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.

4: **Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure master of the content.

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.

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

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.

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.

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.
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.

11: **Dispositions:** The teacher exhibits the positive dispositional qualities of a professional collaborative leader such as respect for others, civility toward all, and a commitment to the art of teaching and learning.*

*Not an InTASC Standard; expected by UWEC Education Studies department faculty.

Specifically, upon concluding this course, students will be able to:

1. Evaluate teaching as a viable career option
2. Demonstrate a basic understanding of the dispositions of teaching
3. Demonstrate a basic understanding of the purposes and organizations of schools and the roles and responsibilities of teachers in schools
4. Demonstrate a basic understanding of culturally sustaining pedagogies and reflective teaching practices
5. Begin developing a philosophy of education

Note: In order to gain admittance into the teacher preparation program, you must demonstrate an awareness and understanding of the dispositions (Responsibility, Communication, Equitable and Inclusive Practice, Collaborative Leadership, and Advocacy). Your conscientiousness in completing assignments on time and putting forth a quality effort, will be a key determinant in how successfully you are rated in fulfilling these dispositions. Your efforts will provide the evidence you need to show in demonstrating that you fulfill these dispositions.

Course Grades

Assignment	Percent
Education Story	10
Community and School Context Analysis (OER)	15
Lesson Plan	15
Criminal Background Check	5
Fieldwork Reflections (OER)	20
Active Participation	15
Philosophy of Education (Final Project)	20

Grading Scale (percent)	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Open Educational Resources
Over the course of this semester, we will be using open educational resources (OER) in lieu of a textbook. These are online resources that align with each unit of study and will be the basis for classroom discussions, fieldwork reflections, and some assignments. These materials will be identified in the course schedule and on Canvas with OER. I encourage you to begin looking for OER for your future teaching plans and create a "Teaching Ideas" folder.

Assignment Descriptions
These are brief descriptions of each assignment. See Canvas for more details. All work will be submitted in Canvas.

Active Participation: An essential part of this course is intensive and thoughtful engagement with all course readings, discussions, and experiences. As an ongoing task, you will monitor your class preparation and participation using the provided rubric. We will discuss the participation

rubric in class and you will turn in a completed rubric during the last week of the semester. If you have read this far, please submit your favorite meme by the third week of class to the Canvas syllabus assignment.

Education Story: Write 1-2 narratives about different educational experiences. You can write about anything in your life that you feel was an educational experience. When writing your stories, please use rich and descriptive language and, remember, each event should be treated as an individual story. Each story should follow a narrative arc and pay attention to characterization. Your goal is to paint a picture of that particular educational experience. There are no page or word limits for each vignette, but make sure that each one is a self-contained story and is long enough for the reader to understand the experience. Please do not explain why it was educational, just write the story!

Community and School Context Analysis (OER): You will create and share a description of the school and classroom for your field experience placement to better understand the cultural and social contexts for learning in school settings. Please see Canvas for detailed instructions.

Lesson Plan: You will complete a lesson plan, using the provided template, and teach it during your field experience. You should pick a topic that allows for a combination of direct instruction and student activities. Please talk with your cooperating teacher about topics that would best fit with their teaching plans. We will spend time in class discussing how to create a lesson plan. The template is on Canvas. **These will be due one week before you plan to teach the lesson.**

Fieldwork Reflections: Over the course of your fieldwork placement, you will be assigned activities and observation focus sheets to help you analyze your experiences in your placement classroom. You will receive more details about the assignment as we move through the semester. One of the assignments will use an OER module about teacher perceptions of poverty and how they may influence home/school interactions.

Philosophy of Education (Final Exam Project): You will write a philosophy of education based on your current beliefs about the purpose of education, how children learn, and your role and responsibilities as a teacher. You will write a traditional paper (2-3 pages, Times New Roman 12-point font, double spaced) and engage in a creative exploration of your philosophy of education. You will present your creative component during our final exam meeting.

University Information

University Academic Goals for the 120-Credit Baccalaureate Degree

1. **KNOWLEDGE GOAL**: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.
2. **SKILLS GOAL**: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.
3. **RESPONSIBILITY GOAL**: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.
4. **INTEGRATION GOAL**: Integrate learning across courses and disciplines, and between campus and community life.

Drop/withdrawal deadline: The drop/withdrawal deadlines for this semester are as follows:

- September 16: Last day to drop full semester courses with no record
- November 11: Last day to file withdrawal from the University with "W"
- November 11: Last day to withdraw from individual full-semester courses with "W"

Bias/Hate Incident Reporting: UWEC values an inclusive, welcoming environment. Bias incidents undermine the university's institutional values and are defined as "something a person does, says, or otherwise expresses that is motivated by bias related to another person's social identity." To report or learn more about bias/hate incidents, go to www.uwec.ly/birt

Students with Disabilities: Any student who has a documented disability and is in need to classroom accommodations, please schedule an appointment to meet with me as soon as possible. You do not need to approach me about your accommodations during class, an email or phone call will be fine to set up an appointment. Please bring your current Verification of Individual Services and Accommodations (VISA) to your appointment. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.
For additional information about documentation of a disability, please contact the Services for Students with Disabilities (SSD) office at 715.836.5800, or visit the website at www.uwec.edu/ssd.

Non-Native English Speakers: In courses that require tests (in which the primary language of instruction and assessment is English) to be taken during class time, students who are non-native speakers of English may request extended test-taking time (time and a half). To determine eligibility, English proficiency is evaluated by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students). Students approved for the accommodation are given a verification form to present

to their course instructors. Students must provide verification during each semester at least one week before the test for which accommodation is needed. Verification is valid for one semester.

Academic Misconduct: Academic misconduct is a serious issue and I will follow the guidelines and procedures outline on the UWEC Dean of Students website: https://www.uwec.edu/kb/article/information-for-students-academic-misconduct/ The following is taken from the UWEC official policy.

Academic Misconduct: "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. Use unauthorized material 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;
f. Assists other students in any of these acts."

Unless otherwise noted, all work should be completed individually and be original for this class.

Weekly Schedule and Assignments **Subject to change. Please check Canvas for the most accurate information and reading focus questions/guidance.**				
Week & Date	Topic(s)	Essential Questions	Reading & Assignments **All readings and videos are on Canvas and must be completed before class Assignments are due 3:29 on Tuesdays**	Course Goal / *InTASC Standard*
Week 2* Sept. 7	Introductions and Syllabus	• What is this course about? • What is your relationship to schools and education? *Week 1 of classes starts on Thursday 9/2/20	Christensen, "Where I'm From" (in-class)	1, 2, 3 *9-10*
Week 3 Sept. 14	Teaching as a Profession	• What does teaching as a profession mean? • What are public perceptions of teaching? • What are educator perceptions of teaching?	Karp, "Taking Teacher Quality Seriously" (Canvas) Perez, "What Does It Mean to Be a Professional?" (OER, Canvas)	1, 2, 5 *1-10*
Week 4 Sept. 21	Teacher Identity and Dispositions	• What are dispositions? • What is your context for education? • What does fieldwork entail? Field experience starts next week ☺	Education Story due Mohammed, "White Teachers Need to See Color. Here's Why." (OER, Canvas) EEJ Dispositions Rubric (Canvas)	2, 3, 4 *1-8*

Week 5 Sept. 28	Student Identities and Communities	• How do the connections between home and school impact youth learning, identity and relationships to school? • How can educators engage with and build on the assets and wisdom of families and local communities?	Rethinking Schools, "Creating Classrooms for Equity and Social Justice" (Canvas) Learning for Justice, "Critical Practices for Anti-bias Education Family and Community Engagement" (Canvas)	2, 3, 4 *1-8*
Week 6 Oct. 5	Culturally Sustaining Pedagogies	• What are culturally sustaining pedagogies? • What are teachers' responsibilities for creating culturally sustaining curricula? • What are some culturally sustaining pedagogies for each content area?	*Precious Knowledge* (Canvas) Au, "Decolonizing the Classroom" (Canvas)	2, 3, 4, 5 *1-9*
Week 7 Oct. 12	ABAR and Equity in the Classroom	• What trends, themes, and patterns dominate the structure of public education in the U.S.? • What role do culture, equity, and community play in those structures? • What does ABAR look like at different grade levels?	*Pushout* (Canvas) Kleinrock, "How Do I Get Started if I'm New to ABAR Work? (Canvas) Rough Draft of Community and School Context Analysis for peer feedback	2, 3, 4 *1-8*
Week 8 Oct. 19	Curriculum, Standards, and Lesson Planning	• What is the purpose of curriculum, standards, and testing? • How can they guide your teaching and actions in the classroom? • What is the invisible curriculum?	Kleinrock, "How Can I Make Time for ABAR Work?" *Rethinking Schools* editors, "Little Kids, Big Ideas" (Canvas)	1, 2, 4 *1-8*

			Community and School Context Analysis due	
Week 9 Oct. 26	Different Ways of Learning, Universal Design for Learning	• What is a lesson plan? • What are different ways of learning? • What is Universal Design for Learning? • What does learning look like at different ages?	Fritzgerald, "Antiracism and UDL Begin with Honor" (Canvas) Souto-Manning, "Critical Inquiry: Supporting Children's Investigations' (Canvas)	1, 2, 3, 4 *1-8*
Week 10 Nov. 2	Reflective and Effective Teaching	• What does it mean to be an effective teacher? • How does an effective teacher practice reflective and reflexive thinking about teaching? • How do teachers think about students?	Peterson, "Getting Your Classroom Together" (Canvas) Shalalby, "On (In)Visibility" (Canvas)	1, 2, 4 *1-10*
Week 11 Nov. 9	Histories and Purposes of Education	• What trends, themes, and patterns dominate the histories of public education in the U.S.? • What role do culture, equity, and community play in that history? • What are some major reform movements in education?	*Jim Crow of the North* (OER Canvas) What "A Nation at Risk" Got Wrong and Right about U.S. Schools (OER, Canvas)	1, 3 *9-10*
Week 12 Nov. 16	School Law and Ethics	• What are ethics? • What legal rights and responsibilities do teachers/students/school have? • How do present educational policies impact school outcomes for diverse peoples?	Sokolower, "Schools and the New Jim Crow" (Canvas)	1, 3, 5 *9-10*

			Assigned Case Study (OER, will be discussed in class in small groups) Lesson Plans must be completed and taught by November 19	
Week 13 Nov. 23 (no class)		No Class Tuesday November 23 as we have extra days than the other sections have in their schedule		
Week 14 Nov. 30	Philosophy of Education	• What are the five philosophies of education? • How can I work from my positionality to begin creating my philosophy of education?	Sadker, "Philosophy of Education" (Canvas) Fieldwork Reflection Portfolio due (OER assignment)	1, 2, 3, 4, 5 *9-10*
Week 15 Dec. 7	Final Reflections	• What are teachers' key roles and responsibilities to their students/schools/communities? • How do successful teachers account for their own positionalities while working with diverse schools and communities? • What comes next?	Miller, "12 Suggestions for New Teachers" (Canvas) Participation Rubric completed in class	1, 2, 3, 4, 5 *1-10*
Bonus Week Dec. 14		• Presentation of final projects	Philosophy of Education due	1, 2, 3, 4, 5 *1-10*
EXAM WEEK	Online submission	• Due to the bonus meeting time (we had 2 extra days due to the Tues meeting time) we will have an online final that is submitted during finals week		