

EDUC 370/570 Professional Development & Reading for Teachers: Meaningful Collaboration & Connections

1-3 Credits (section 796), Hybrid Course: Desire2Learn (D2L) & Central Wisconsin Reading Council (CWRC)

The University of Wisconsin-Stevens Point
Instructor: C. Cate
452 College of Professional Studies

Office: 346-3638
Cell: 715-412-1585
ccate@uwsp.edu

I. COURSE DESCRIPTION

In a community of professional learners, students make self-selections from a list of books—created by teachers for teachers—and collaborate within a professional organization and conversation. Students will document learning and make connections relevant to their area/level of teaching. With that, participants will have the chance to reflect and apply concepts that enhance their classroom instruction. Students will be required to join the Central Wisconsin Reading Council (CWRC). ***Participation in a book study group is encouraged at all credit levels; however an alternate professional learning network may be substituted.** Specifically, this course will encourage practitioners to be reflective (WTS #9) and foster professional relationships (WTS #10) that will ultimately improve the overall learning environment for their students.

II. CREDIT REQUIREMENTS (1-3) **If you are taking this for graduate level credits there is an added component (see page 2).

1 credit: Read self-selected book, join CWRC, 1 page reflection paper

Reflection Paper: Participants will write a paper that reflects their thinking, learning and professional growth as it relates to their reading & CWRC meetings.

2 credits: Read self-selected book, join CWRC, 2 page reflection & application paper

Reflection & Application Paper: Participants will write a paper that reflects their thinking, learning and professional growth as it relates to their reading & CWRC meetings. They will add an application piece that describes how they will apply the concept(s) to their classroom.

3 credits: Read self-selected book, join CWRC, 3 page reflection, application & documentation of implementation of at least one (1) concept

Reflection, Application & Shared Information Paper: Participants will write a paper that reflects their thinking, learning and professional growth as it relates to their reading & CWRC meetings. They will add an application piece that describes how they will apply the concept(s) to their classroom and lastly, documentation of its implementation.

III. Desire2Learn (D2L)

- 1. BOOK STUDY GROUPS: PARTICIPANTS MUST LET THE INSTRUCTOR KNOW IF THEY WILL BE PARTICIPATING face-to-face or utilizing D2L as their meeting place.**

2. **Grades & Final Assignment:** Reflection papers and artifact (Graduate credits only) will need to be submitted to the DROPBOX area in D2L (due date TBD). See attached Grading Rubric (pg. 4).
3. ****Graduate Level Component:** Participants taking this course for graduate level credits will create an artifact relating to their final assignment and post it on D2L. Options and suggestions for artifacts will be discussed at the first CWRC meeting.
4. **The instructor will create an area, an annotated bibliography station, to keep track of books being read.**

IV. WISCONSIN TEACHER STANDARDS (WTS)

#9. REFLECTION: The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Knowledge: *The teacher understands methods of inquiry that provide him/her with a variety of self assessment and problem-solving strategies for reflecting on his/her practice, and its influences on students' growth and learning.*

Skill: *The teacher uses classroom observation, information about students, cultural, social, and philosophical frame-works, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.*

Disposition: *The teacher is committed to reflection, assessment, and learning as an ongoing process.*

#10. PROFESSIONALISM: The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Knowledge: *The teacher understands schools as organizations within the larger context and understands the operations of the relevant aspects of the system(s) within which s/he works.*

Skill: *The teacher makes links with the learners 'other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.*

Disposition: *The teacher is willing to work with other professionals to improve the overall learning environment for students.*

Desire2Learn Activation

All internet classes taught at any university in the UW system will be using a format called Desire2Learn or D2L. Once you have learned to use D2L this semester, you will understand how to take any other internet class offered in the UW system. Please note the following information:

Here is the general IT information page offering complete details about logging on the campus systems:
<http://www.uwsp.edu/it/newuser/newstudent.htm>

1. You **MUST** activate your university account at the above "New Student" link in order to take this class.

Note: If you have taken a class the following semester, your UWSP Account may already be active. If it has been more than a semester since you last activated your UWSP account, your logon will be inactive and you will need to reactivate it to access this class.

To activate your university account:

- You will need your student ID # which should be on your registration materials, your social security #, and your birthdate.
- Follow the directions to activate your account and read all the material furnished to you
- When activating your account, you will identify your **username** and **your password**. Your **username** and **password** will remain the same for e-mail access and to access Desire2Learn(D2L).

Important: Be aware that after you activate your account, you must wait several minutes before that activation will work. Once you have activated your university log on, you will be able to log into **EDUC 390/790** in Desire2Learn (D2L) to access additional course information and participate in our class discussions. By activating your university logon you will also be able to log into your UWSP Portal, MyPoint (<https://mypoint.uwsp.edu/>) where you can view your final grade on line, and pay your bills on line. When on campus, you will be able to use the computer lab and you will have 200 pages of free printing available to you. Also, additional communication with you this semester will be through your university e-mail account which will be activated at the same time. **Personal e-mail accounts will NOT** be used for communication purposes.

2. To log into D2L, go to <https://uwsp.courses.wisconsin.edu>. Log in with use the username and password you created when you activated your UWSP account.

Once you are logged in, you will see **My Stevens Point Courses** in the middle of the screen.

- **Click on the + sign** to the left of semester, for example + Semester I [or Winterm] 2009-10. This will display the course link to EDUC 740 and your section. Click on the 740 link.

GENERAL GRADING CRITERIA/RUBRIC FOR PAPERS & PROJECTS

100-90% of point value

This score will be awarded to papers/projects showing a high degree of competence, coverage of all elements as described in the assignment descriptions, effective organization and critical analysis. Clear and numerous references are made to course materials and outside resources. Theories, models or strategies are utilized to support analysis. Examples are used to illustrate aspects of concepts or instructional strategies. Content shows evidence of the author's own cultural and academic experience, values or beliefs. Surface errors are few to minor.

89-80% of point value

This score acknowledges the clearly competent response, although it may be weak in some aspects of an excellent paper or project: e.g. it may slight one part of the question/assignment; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by multiple references to course materials or use as many pertinent examples. Surface errors are more noticeable.

79-70% of point value

This score will be given to papers/projects demonstrating competence; however, the papers will be less developed and the analysis may be more superficial and lack evidence and examples to support the author's ideas. Papers/projects in this category may show occasional awkwardness of expression and grammatical weakness.

69-60% of point value

This score will be awarded for the following paper/projects; those that are primarily a restatement of words or ideas from other sources without adequate rationale given for their selection; those that deal with only one part of the question or selected elements of the assignment; those that offer clichés instead of thoughtful analysis; those that remain general and undeveloped or without relevance to the author's own cultural and academic experience, values beliefs, those that lack focus or pertinent detail.

59% or below of point value

This score will be applied to papers/projects that are severely underdeveloped or that exhibit serious weaknesses in conceptual structure; papers that show little understanding of the question/concept or demonstrate incompetence in structure, syntax, or other conventions of standard written English. This score range also applies to papers that are not turned in or are excessively late, or that are incomplete.