



Concepts, Issues & Field Experiences in Education



This course teaches the practical skills and dispositions needed to work effectively with children, teachers, staff, and administrators in various K-12 learning environments. The course will not teach you how to teach. Rather, it will help you begin thinking in new and informed ways about teaching, learning, and the profession. Successful completion earns you 3 college credits at the University of Wisconsin Green Bay, transferable to any university program.

This course is a field experience class. We will meet together at Bay Port high school for face-to-face sessions and at various local schools throughout the semester. Individually, you will spend course time earning 35+ hours at a local elementary, intermediate, middle, and/or high school. To meet this off-campus expectation, you must have reliable transportation and parent/guardian permission.

Objectives

Assessment of the knowledge and use of the Rising Educator dispositions:

1. Experience and reflect upon how teachers create an environment wherein all children can learn.
2. Participate with individual and small groups of students under the supervision of a classroom teacher.
3. Demonstrate the ability to work cooperatively and collaboratively with fellow candidates in education courses, students in field placements, and all school personnel.
4. Synthesize perspectives about the purpose of schools, how students learn, and the role of education.
5. Engage in reflective analysis tasks regarding learning, teaching, and pre-professional growth in the field.

Course Materials

Besides bringing the distributed readings, please bring a notebook, a 10-pack of thank you cards, and makerspace materials the first week of school to keep in our classroom. You are encouraged to obtain a Brown County Library card and pay \$10 for *Educators Rising* membership dues.

Technology

Regularly check the course Schoology site and respond to REMIND notifications. Always use professional etiquette in email correspondence with supervising teachers and always include Mrs. Quinn. Refrain from using your cell phone while in EDUC 208 class or field placement. Do not share personal contact information or accept connection requests from any school-age students, and do not take or post photos of any school-age students on social media or personal sites.

Assessments & Evaluation

Grades will be marked according to the Bay Port scale and the [UWGB system](#). Because it is a college-level course, submitted late work will receive half credit until 2-weeks before the end of the unit or with a penalty of one letter grade per day late.

Assessments for Learning

Assessments for Learning monitor 21st Century Skills (communication, collaboration, citizenship, critical thinking, and creativity) and will be marked in the 20 percent category of the gradebook and include activities and assignments such as active participation and preparation for class, 1:1 conferencing, Schoology posts, Interpersonal Skills Assessment, Goal Setting, Educational Philosophy, and an Ice-Breaker Activity. Additionally, completing a minimum of 35 hours of field experience and attendance are part of this course grade.

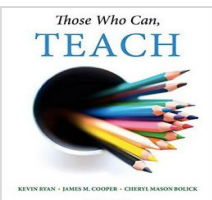
Assessments for Learning

Assessments of Learning will use standards and be marked in the 80 percent category of the gradebook. You will have a variety of personalized and creative options to submit products that demonstrate individual inquiry, knowledge, and understanding such as: podcasts, videos, multimedia, sketchnotes, pinterest boards, websites, etc. Other assessments include Reflection Papers, Field Journals, and a Lead a Lesson Final.



Membership

You will be asked to participate as members of [Educators Rising](#) which is a national organization that provides passionate young people with hands-on teaching experience, contests, scholarships, and awards. Information will be provided in class.



Readings

Required texts include *Be a Great Tutor* (O'Briant, 2011) and *Fostering Resilient Learners* (Souers, 2016). Additionally, you will choose a text for independent reading from a provided list to practice literacy with collaborative connection. Finally, a variety of reading materials will be offered and scaffolded based on relevance, timeliness, student ability, and personal interest as selected from this list (articles distributed or located in Schoology):

- Azzam, A. M. (2014). Motivated to Learn: A Conversation with Daniel Pink. *Educational Leadership*, 12-17.
- Brackett, M. A. (2015). Emotions Matter. *Educational Leadership*, 22-27.
- Craig, S. E. (2016). The Trauma Sensitive Teacher. *Educational Leadership*, 28-32.
- Craig, S. E. (2016). *Trauma Sensitive Schools: Transforming Children's Lives, K-5*. New York: Teachers College Press.
- Cruz, B. C. (2015). The Problem We Still Live With. *Educational Leadership*, 16-20.
- Deiro, J. A. (2003). Do Your Students Know You Care? *Educational Leadership*, 60-62.
- Dweck, C. S. (2010). Even Geniuses Work Hard. *Educational Leadership*, 16-20.
- Fisher, D., & Frey, N. (2016). Only as Special as Necessary. *Educational Leadership*, 85-86.
- Gorski, P. (2008). The Myth of the Culture of Poverty. *Educational Leadership*, 32-36.
- Hayward, J. (2016). Classrooms that Put People First. *Educational Leadership*, 70-74.
- Huebner, T. A. (2010). Differentiated Instruction. *Educational Leadership*, 79-81.
- Jones, S. M.-M. (2016). Choosing to Be Positive. *Educational Leadership*, 63-68.
- Korsmo, J. (2014). When Schooling Doesn't Matter at Home. *Educational Leadership*, 46-50.
- Landsman, J. (2014). Overcoming the Challenges of Poverty. *Educational Leadership*, 16-21.
- Lent, R. C. (2010). The Responsibility Breakthrough. *Educational Leadership*, 68-71.
- Levin, B. (2012). The Diversity Challenge. *Kappan*, 74-75.

Martin-Shannon, J., & White, M. (2012). Support Culturally Responsive Teaching! *Kappa Delta Pi Record*, 4-6.

Marzano, R. J. (2011). Art and Science of Teaching: It's What you Do That Counts. *Educational Leadership*.

Mawhinney, T. S., & Sagan, L. L. (2007). The Power of Personal Relationships. *Phi Delta Kappan*, 460-464.

Medoff, L. (2016). Building Bridges with Students Who Have ADHD. *Educational Leadership*, 45-48.

Quate, S., & McDermott, J. (2014). The Just Right Challenge. *Educational Leadership*, 61-65.

Ramsey, T. (2014, August 13). *Getting to Know Them*. Retrieved from Edutopia: www.edutopia.org

Scherer, M. (2016, January 13). *A Tale of Two Teachers*. Retrieved from ASCD: www.ascd.org

Shepard, C., Vespia, K., & Fitzpatrick, C. (2007). Inspiring Students to Create the Future. *Phi Delta kappan*, 200-203.

Souers, K. (2016). *Fostering Resilient Learners: strategies for creating a trauma-sensitive classroom*. Alexandria: ASCD.

Suits, S. (2016). Students Facing Poverty the New Majority. *Educational Leadership*, 36-40.

Tomlinson, C. A. (2010). One Kid at a Time. *Educational Leadership*, 12-16.

Tomlinson, C. A. (2013). Teachers Who Stare Down Poverty. *Educational Leadership*, 88-89.

Towbin, J. (2010). When Students Don't Play the Game. *Educational Leadership*, 42-45.

Wormeli, R. (2014). Motivating Young Adolescents. *Educational Leadership*, 26-31.

Wormeli, R. (2016). Let's Talk About Racism in Schools. *Educational Leadership*, 16-22.

Wormeli, R. (2016). What to Do in Week One? *Educational Leadership*, 10-15.

Delivery & Units of Study

Instruction in this course will be delivered through blended and face-to-face contact, guest speaker presentations, seminar lectures, class discussion, collaboration, role-playing, digital dialoguing, and makerspace tinkering within **passion-based**, **personalized**, and **project-based** learning models. All units align to the Educators Rising standards, UWGB Teacher Dispositions, and the following units:

1. **Foundation:** historical, psychological, and political development of American education system
2. **Learning:** grit, growth mindset, learning environment, exceptional learners, social-emotional learning, learning models
3. **Teaching:** relationships, mentoring, strategies, lesson planning, cultural sensitivity, differentiation, diversity, poverty, trauma, motivation, mental health, special education, communication, current events and topics (technology, literacy, media, laws, etc.)
4. **9-Week Collaboration:** weekly whole-class collaboration with 3rd-6th grade classroom
5. **9-Week Practicum & Reflection:** individual field placement and reflection experience

Other

I often find that Rising Educators are compassionate, empathetic, and lifelong learners. I am thrilled to be able to meet and work with you this school year. Please reach out at any time if you have questions or concerns. My goal is to help.

Turnitin.com

Join our Education class with the Class ID **18537035** and enrollment key **quinn**.

Playlist

Register and add music to our [Course Playlist on Spotify](#).

Remind

Text **@8cekc** to the number **81010** for reminders about the club and class.

Education Program Policy Statement

You will be working in the community representing Bay Port High School and the University of Wisconsin-Green Bay. Your behavior and attitude in classrooms and professional settings are a reflection of you, these schools, and this program. You will come to all classes prepared to participate, extend your learning beyond the classroom and text, dress professionally during field experiences, and be an open-minded and active learner. Overall, you should participate as engaged learners responsible for your learning, invested in the quest for knowledge and understanding, and thoughtful in choices and collaborative in efforts. These qualities will help you to develop into the type of professional that faculty members can be enthusiastic and positive about recommending and who organizations will want to hire.

Confidentiality

You must respect the privacy of school-age students. Please keep in mind the following:

- Do not use school-age student names if talking to friends, staff, or other peers about them.
- Avoid being completely alone with a school-age student(s) without an eyeline of supervision or location.
- Do not post images or photos on social media or anything that is for private use.
- Due to issues of confidentiality and FERPA, you should not see confidential documents (IEP, IHP, 504, etc.) and should only be made aware of confidential issues on a need-to-know basis.

Confidentiality Agreement

I _____, as a Rising Educator in the Howard-Suamico School District and as a student in the College Credit in High School program through the University of Wisconsin, Green Bay, agree to never disclose information about records to anyone other than an authorized school district employee. I will refer all requests for such information from those not directly involved in the student's education to an authorized school district employee.

Student Name: _____ Signature: _____

Phone: _____ Email: _____

Off Campus Travel Permission & Agreement

_____ I approve the transportation by which my child will choose to travel to off-campus experiences.

Student Name: _____

Parent Name: _____ Parent Signature: _____

Parent Phone: _____ Parent Email: _____

Any notes or concerns: