Spring Semester, 2013

University of Wisconsin - Eau Claire

ES 212 Initial Teaching Experience In   
Elementary, Middle and High School Settings – (2 credit)

NOTE: ES 210 and ES 211 are offered concurrently and are designed to give all secondary education majors exposure to both middle level and senior high schools. The two courses combined provide at least 60 of the 100 hours of early field experience required by the Early Adolescence through Adolescence (EAA) Education Programs to meet the requirements set by the Wisconsin Department of Public Instruction to be licensed to teach in Wisconsin. All students are strongly advised to enroll in both ES 210 and ES 211. This syllabus is written assuming concurrent enrollment.

INSTRUCTOR:

Section 2:00-3:45 Wednesdays

Dr. Mickey Kolis

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**GOALS:**

1. Assist students in developing instructional skills (related to the Wisconsin Teaching Standards)

2. Assist students with deciding whether teaching is their career of choice

3. Assist students in developing their Collaborative Leadership skills

4. Assist the Education Studies Department in the selection of students for admission to program

5. Enable students to become more aware of the:

* organization of elementary, middle level and senior high schools,
* roles and responsibilities of the teacher within the total school organization, and
* elements that contribute to effective teaching

# REQUIRED SOURCES

[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

Wisconsin Teaching Standards (WTS)

Wisconsin Model Academic Standards (WMAS ) for each Content Area

[www.taskstream.org](http://www.taskstream.org)

You must purchase a one semester subscription from either the bookstore or the website (cheaper)

UWEC – College of Education and Human Services – code EAAECA

Brooks, Jacqueline and Brooks, Martin (1994), In Search of Understanding: The Case for Constructivist

Classrooms, ASCD, Alexandria, VA.

Optional:

Wood, Chip, (2007), *Yardsticks: Children in the Classroom Ages 4-14*. Northeast Foundation for Children, Turner Falls, MA.

**REQUIREMENTS**

**Placement 1:**

1. Attendance and participation in class sessions
2. Weekly journal writing (D2L)
3. Classroom Profile
4. Completion of at least 30 hours of observation/participation in first placement
5. In-Class time expectations for Elementary settings are a minimum: 6 30-minute periods per week or 4 40/45 minute periods per week.
6. First Placement Evaluations 1 – Knowledge and Skills (your Cooperating Teacher), 1 – Dispositions (me – Dr. Kolis)

**Placement 2:**

1. Lesson Plan
2. Weekly journal writing (D2L)
3. Submit an electronic *working portfolio* for peer and program application
4. Completion of at least 30 hours of observation/participation in second placement
5. In-Class time expectations for Elementary settings are a minimum: 6 30-minute periods per week or 4 40/45 minute periods per week.
6. Second Placement Evaluations 1 – Knowledge and Skills (your CT), 1 - Dispositions (your classroom instructor)
7. **Program Requirements: You must submit a complete electronic portfolio via Taskstream before noon May 3rd for Final Evaluation.**

REQUIREMENTS ARE DUE ON THE DATES SPECIFIED. LATE SUBMISSION OF A REQUIREMENT MAY RESULT IN A "ZERO" BEING RECORDED IN THE GRADE BOOK FOR THAT REQUIREMENT.

**Attendance**

**You are REQUIRED to attend ALL activities and meetings scheduled. Required attendance (except for excused or authorized) includes:**

1. **Scheduled field experiences and activities**
2. **Discussion sessions**

**Any unexcused absences will have a negative impact upon your course grade.**

**1 Absence = lowers course grade one letter grade**

**2 Absences = lowers course grade two letter grades**

**3 Absences = course failure**

**Students with Disabilities:**

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor and contact Services for Students with Disabilities Office (836-4542).

**Academic Integrity:** I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site(<http://www.uwec.edu/dos/Codes/ch14.htm> ) in Chapter UWS 14—Student Academic Disciplinary Procedures.

**Field Experiences**

You will be assigned placements in area schools for at least 60 hours of interactions in classrooms; one in a high school (30 hours of classroom interactions), and the other in a middle school (30 hours of classroom interactions).

Please refer to the attached list of instructional practices that you should observe and reflect upon during the time that you spend in the classroom.

While you are expected to observe in the classroom, you are also expected to be active in the classroom by assisting the cooperating teacher and students in numerous and varied ways. Please refer to the attached list of possible instructional activities that you may perform while assigned to a cooperating teacher. Share these activities with the cooperating teacher, and work with the cooperating teacher so that you may get actively involved in the instructional process.

## Classroom Profile

In order to become familiar with the dynamics in the classroom where you will be doing the middle or high school experience, you are to complete one ***Classroom Profile*** ***Form*** (See the syllabus). The information may be obtained by talking with the cooperating teacher, by observing the students in the classroom and by referencing your PYSC 261 notes and resources.

## Write and Teach Lessons

During your experiences in the schools, you are to write and teach at least one lesson. Please complete the ***Learning Cycle*** ***Lesson Plan Form*** for the lesson (See the syllabus). Discuss the lesson with the cooperating teacher during the planning process before teaching each lesson. After teaching your lesson, you should write a reflection on the presentation of the lesson and submit to the course instructor. The reflection should discuss what went well in the lesson, what did not go as well as it might, and what changes would be made if the lesson were to be taught again (See Lesson Plan Rubric for Evaluation Criteria).

Please make sure your CT signs off that you did teach the lesson!

**Performance Evaluations**

You will be evaluated on two distinct categories of performance: 1. Knowledge and Skills, and 2. Teaching Dispositions.

Knowledge and Skills will be evaluated twice over the course of the semester, once in each placement by your Cooperating Teachers. The criteria for evaluation are explained in the attached Rubrics for EAA/ECA Program GATES. Since this is an Introductory course – NOVICE Level understanding is considered appropriate.

Your Teaching Dispositions will also be evaluated twice over the course of the semester by your University Instructor. Please see syllabus for Disposition Explanations (WTS Standard 11) and the Evaluation form.

###### Wisconsin Teacher Standards Performance Portfolio

# Wisconsin’s Department of Public Instruction Certification Rules PI 34 now mandates the following: “To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions” in the ten (10) Wisconsin Standards for Teacher Development and Licensure (WI PI 34.02: Register, April 2000, No. 532). In accordance with PI 34, UWEC teacher candidates are required to create a performance portfolio before completing and exiting the initial teaching experiences afforded by ES 210/211/212.

# Review and evaluation of your teaching portfolio is a major part of the "Admission to EAA Program" requirements. Thereafter, each teacher candidate will carry forward their teaching portfolio throughout their passage into and through the Teacher Education Program at UWEC, degree fulfillment, and successful pursuit of a WI teaching license.

# Students enrolled in ES 210/211/212 will need to demonstrate their initial proficiency of the 11 WTSs by compiling and maintaining a semester-long portfolio that chronicles their progressive acquisition of pedagogical knowledge, skills, and dispositions.

Your teaching portfolio will be need to be submitted on Taskstream for final evaluation. You will be required to submit the following Artifacts along with your Standards Reflections:

2 Cooperating Teacher Evaluations (Middle School AND High School)

1 Classroom profile (MS or HS), including the Classroom Profile Evaluation sheet

1 Lesson Plan, including the Lesson Plan Evaluation sheet

1 Disposition Rating forms

Journal or Focused Observation question Entries

How you are thinking about the criteria of the standard in relationship with the artifact is the critical aspect of your Reflective writings. Scores of 1’s are appropriate for students enrolled in ES 210/211/212.

###### Grading Scales

**A 95-100 B 83-87**

**A- 90-94 B- 80-82**

**B+ 88-89 C unacceptable for program requirements**

**Graded Assignments:**

**Classroom Profile: 100 points**

**Lesson Plan: 100 points**

**FOQs and Responses: 75 points**

**Assigned work: approximately 100 points**

**The Classroom Profile and the Lesson Plan may be resubmitted for a higher grade within one week of return from the professor. Failure to meet that time requirement may result in a zero for that assignment.**

This course addresses the following Goals of the Baccalaureate Degree:

1. Knowledge of Human Culture and the Natural World
2. Creative and Critical Thinking
3. Effective Communication
4. Individual and Social Responsibility
5. Respect for Diversity among People