



Graduate Programs in Education Course Syllabus Template

**Course Title, Number, and Section Number: WOW Working on the Work**

**Number of Graduate Credits: 2**

**Course Location: Wisconsin CESAs**

**Course Dates and Times: Aug 18 or 19, Oct 10 or 11, 2016; Jan 31 or Feb 1, April 26 or 27, 2017  
8:30 AM-3:30 PM**

**Course Format (check one):**

**Online:** All the class sessions of a course are delivered online

**Blended:** 70-99% of the class sessions of a course are delivered online

**Partially Online:** 6 to 69% of the class sessions of a course delivered online

**X Campus/on-site:** 5% or less of the class sessions of a course delivered online

**Name of Approved Instructor CESA 1: ~~Colleen Stuckart~~**

**Mailing Address: N25 W23131 Paul Road, Suite 100, Pewaukee, WI 53072**

**Email address: cstuckart@cesa1.k12.wi.us**

**Work Phone: 262-501-1699**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email Colleen Stuckart anytime cstuckart@cesa1.k12.wi.us , call 262-501-1699 8AM-5PM

**Name of Approved Instructor CESA 2: ~~Becky Walker~~ Jo Bernhardt**

**Mailing Address: 595 Baeten Road, Green Bay, WI 54304** Email address: bwalker@cesa7.org

**Work Phone: 920-617-5631**

**Cell Phone: 920-450-5172**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email Jo Bernhardt anytime jo.bernhardt@cesa2.org , call 608-692-1951 8AM-5PM

**Name of Approved Instructor CESA 4: Sherri Torkelson**

**Mailing Address: 923 East Garland St, West Salem, WI 54669** Email address:

**storkelson@cesa4.org**

**Work Phone: 608-786-4855**

**Cell Phone:**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email Sherri Torkelson anytime: [storkelson@cesa4.org](mailto:storkelson@cesa4.org) , call 8AM-5PM

**Name of Approved Instructor CESA 7: Becky Walker**

**Mailing Address: 595 Baeten Road, Green Bay, WI 54304      Email address: [bwalker@cesa7.org](mailto:bwalker@cesa7.org)**

**Work Phone: 920-617-5631**

**Cell Phone: 920-450-5172**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email [bwalker@cesa7.org](mailto:bwalker@cesa7.org) anytime , call 920-450-5172 8AM-5PM

**Name of Approved Instructor CESA 8: Chris Van Hoof**

**Mailing Address: 705 N. Main St. Marion, WI 54950 Email address: [chrisvh@cesa8.org](mailto:chrisvh@cesa8.org)**

**Work Phone: 920-855-2114 ext. 278**

**Cell Phone: 715-250-2106**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email Chris Van Hoof anytime: [chrisvh@cesa8.org](mailto:chrisvh@cesa8.org) , call 8AM-5PM

**Name of Approved Instructor CESA 9: Linda Myers**

**Mailing Address: Box 449, 304 Kaphaem Rd, Tomahawk, WI      Email address: [lmyers@cesa9.org](mailto:lmyers@cesa9.org)**

**Work Phone: 715-453-2141**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email anytime [lmyers@cesa9.org](mailto:lmyers@cesa9.org) , call 715-453-2141 8AM-5PM

**Name of Approved Instructor CESA 10: Nancy Estrem-Fuller**

**Mailing Address: 725 West Park Avenue, Chippewa Falls, WI 54729**

**Email address: [nestremfuller@cesa10.org](mailto:nestremfuller@cesa10.org)**

**Work Phone: 715-720-2057**

**Cell Phone: 715-577-4980**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email: [nestremfuller@cesa10.org](mailto:nestremfuller@cesa10.org) anytime, call 715-720-2057 8AM-5PM

**Name of Approved Instructor CESA 11: Connie Erickson**

**Mailing Address: 225 Ostermann Drive, Turtle Lake, WI 54889**

**Email address: [connie@cesa11.k12.wi.us](mailto:connie@cesa11.k12.wi.us)**

**Work Phone: 715-986.2020**

**Cell Phone: 715-205.4002**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email: [connie@cesa11.k12.wi.us](mailto:connie@cesa11.k12.wi.us) anytime, call 715-986.2020 8AM-4PM

**Name of Approved Instructor CESA 12: Mary Maderich**

**Mailing Address: 618 Beaser Ave, Ashland, WI 54806 Email address: marym@cesa12.org**

**Work Phone: 715-682-2363 ext 126**

**Cell Phone: NA**

**Instructor Preferred Method/ Times for Student Contact:** Please provide students with your preferred method of student communication and the times that you will be most available for contact.

Email Julie Jensen anytime: juliej@cesa12.org , call 715-896-0099 8AM-5PM

**Course Description:** (Please provide a description of the content that will be addressed in the course.)

WOW is a 4-part training series designed to help WI educators deepen understanding, achieve consensus, and build strategies around local implementation of Educator Effectiveness. The WOW training events are specifically designed to meet the needs of Wisconsin educators, regardless of which EE model they may be using. Each event will utilize a combination of on-site and virtual participation strategies to guide local, regional, and state collaboration between educators at CESAs across Wisconsin simultaneously. WOW is for teams of educators from districts/schools statewide who are interested in deepening the work of Educator Effectiveness in their schools using a distributed leadership approach. The 2016-17 focus area will be Formative Assessment practices used on a daily basis.

**Conceptual Framework:**

*The mission of Viterbo University is to prepare students for faithful service and ethical leadership. In keeping with the mission of Viterbo University, the School of Education has as its mission the preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century.*

*Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.*

Graduate courses are intended to provide each learner with an opportunity to **extend and broaden** professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

**Texts & Readings:** *Please list the text(s) and/or required and recommended readings used in the course, in APA format.*

**Required Texts:** None required

**Course Objectives:** Students in this class are expected to...

- Understand how Wisconsin EE has impacted practice in your school or district
- Understand how culture and climate of your building or district affect continuous improvement
- Understand what distributed leadership is and how it relates to educator effectiveness
- Develop goals for one year, two years, five years
- Understand how to use formative assessment on a daily basis.

Utilize the provided Implementation Guide to maximize learning growth for their team and school district to develop an Action Plan for the district's or school's WOW team

Comparison of InTASC Standards, Wisconsin Teaching Standards, and Iowa Teaching Standards

**(Please highlight across all standards that will be addressed in the course – Standards will line up regardless of which format the student chooses to use)**

TASC Standards:	Wisconsin Teaching Standards:	Iowa Teaching Standards:
Standard 1: Learner Development	Standard 2: Know how children grow	Standard 4: Instruction that meets multiple learning needs of students

<b>Standard 2:</b> Learning Differences	Standard 3: Know children learn differently	Standard 4: Instruction that meets diverse learning needs of students
<b>Standard 3:</b> Learning Environments	Standard 5: Know how to manage a classroom	Standard 6: Competence in classroom management
<b>Standard 4:</b> Content Knowledge	Standard 1: Know subjects they are teaching	Standard 2: Competence in content knowledge
<b>Standard 5:</b> Application of Content	Standards 1 and 4: Know subjects and how to teach	Standard 3: Competence in planning and preparing for instruction
<b>Standard 6:</b> Assessment	Standard 8: Know how to test for student success	Standard 5: Uses methods to monitor student learning
<b>Standard 7:</b> Planning for Instruction	Standard 7: Able to plan different kinds of lessons	Standard 3: Competence in planning and preparing for instruction
<b>Standard 8:</b> Instructional Strategies	Standard 4 and 7: Know how to teach and how to plan different kinds of lessons	Standard 4: Instruction that meets diverse learning needs of students.
<b>Standard 9:</b> Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities
<b>Standard 10:</b> Leadership and Collaboration	Standards 6 and 10: Communicate well and work effectively with other teachers and the community	Standard 1: Implementation of local district's student achievement goals
<b>The Viterbo Standard:</b> The teacher demonstrates personal qualities and values which reflect the Wisconsin values identified in the Viterbo University teacher education conceptual framework		

Please go online for the complete, revised (2011) [InTASC Standards](#).

**Outline of Course Content:** (Please list *by day* or *by weekend*; for example Day 1, 2, 3, 4, 5 or Weekend One, Weekend Two, Weekend Three)

August 18, 2016 (repeated Aug 19) – Eric Twadell – School Improvement and Reform

October 10, 2016 (repeated Oct 11) – Chris Jakicic – Using Data for Effective Instruction

Jan 31, 2017 (repeated Feb 1) – Tim Brown – Collaborative Learning Environments

April 26, 2017 (repeated April 27) – Mike Mattos – Building School Communities

**Assignments and Requirements:**

- Participate in all 4 WOW series events.
- Read required materials.
- Participate in team and whole group discussions.
- Work with group to create action plan, implementation guide, and follow-up.
- Due – May 15, 2017.

**Attendance Policy**

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Student presence and participation in the classroom is an important component of this challenge. Each student is encouraged to develop a professional work ethic that reflects responsibility, initiative, and teamwork. In light of the above, students are expected to attend all classes. Students who are absent from class miss opportunities to contribute to the learning environment of the classroom and to learn from their colleagues. Each program has specific attendance policies. Absences from class may result in a loss of college financial aid. Federal regulation requires that students make satisfactory progress toward a degree in order to retain federal financial aid.

**Please note class hour requirement:** For every hour of class time, there is an expectation of +two hours of work time outside of class.

***What does this mean?***

- 1 Credit - 12.5 hours class time - 30 hours out of class time
- 2 Credits - 25 hours class time - 60 hours out of class time
- 3 Credit - 37.5 hours class time - 75 hours out of class time

**Methodology:** *Please note that each syllabus must include implementation and modeling current best practices of Response to Intervention (RtI), Common Core State Standards (CCSS), and use of technology, as appropriate.*

- Live interactive sessions led by national and international experts via statewide videoconferencing,
- Local group facilitation and discussion led by CESA or district experts,
- District and school level team planning and follow up in district.

**Evaluation Tools:** *Must include the evaluation tool (for example **Rubric**) for each of the above-referenced assignments.*

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)
Attendance	Participant attends all WOW sessions, or as assigned by their	Participant misses all or most of one assigned session and	Participant misses portions of two sessions and	Participant misses portions of more than two sessions and

	administrator. Or, participant misses a portion of one session and completes all assigned make-up work.	completes all assigned make-up work.	completes all assigned make-up work.	completes all make-up work. **If assigned make-up work is not completed the student will be unable to complete the course.
Effort	Participant works on tasks until completed and continues work when difficulties arise and views difficulties as opportunities to strengthen his/her instruction. Participant is focused and on-task through the duration of each task/activity.	Participant works on tasks until complete and continues working on the task even when difficulties arise. Participant is frequently focused and on-task through the duration of activities and requires little redirection to complete tasks.	Participant puts some effort into the task but stops working when difficulties arise. Participant is generally focused and on-task through the duration of activities and requires a noticeable level of redirection to complete tasks.	Participant puts very little effort into the task and/or is not focused and/or needs frequent redirection in order to complete tasks.
Participation	Participant actively engages in all opportunities for interaction, including videoconference participation, and small and large group interactions, and views these learning experiences as an opportunity to strengthen Educator Effectiveness.	Participant actively engages in opportunities for interaction, including videoconference participation, and small and large group participation.	Participant occasionally engages in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.	Participant does little to engage in opportunities for interaction, including classroom participation, Web CT participation, and small and large group participation.
Homework	Participant completes Action Plan and goals, and meets or exceeds the expectations of the assignment, seeks clarification when s/he does not understand the assignment and uses comments/feedback to improve future work.	Participant completes Action Plan and Goals and meets all expectations for the assignment and seeks to understand the purpose(s) of the assignment.	Participant's homework is incomplete and s/he does little to understand the purpose(s) of the assignment.	Participant does little to complete or turn in homework.

**Course Grade Calculation:**

*Please explain how the assignments will result in the final course grade.*

*Please know that Viterbo University uses the A, AB, B, BC, C, CD, D, F letter grade format for reporting purposes.*

**Grading Scale:**

A	95-100%
A/B	90-94%
B	85-89%
B/C	80-84%
C	79-83%
C/D	74-78%
D	70-73%

Americans with Disabilities Act (ADA): If you have a disability and require auxiliary aids services, or accommodations for this class, please inform this professor and Jane Eddy, the disability coordinator (located in the Academic Resources Center in MRC 322 or at 608-796-3194 to discuss your needs.)

**Academic Integrity:** Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education [website](#) for a detailed explanation of this policy.