



Graduate Programs in Education Course Syllabus Template

Course Title, Number, and Section Number: WOW Working on the Work 2016-17

Number of Graduate Credits: 1

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 , 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**

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 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

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 , 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**

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 Linda Myers anytime 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

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 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: conniee@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: conniee@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

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

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 formative assessment can be used 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 |
| Standard 2: Learning Differences | Standard 3: Know children learn differently | Standard 4: Instruction that meets multiple learning needs of students |
| Standard 3: Learning Environments | Standard 5: Know how to manage a classroom | Standard 6: Competence in classroom management |
| Standard 4: Content Knowledge | Standard 1: Know subjects they are teaching | Standard 2: Competence in content knowledge |

| | | |
|--|---|---|
| Standard 5: Application of Content | Standards 1 and 4: Know subjects and how to teach | Standard 3: Competence in planning and preparing for instruction |
| Standard 6: Assessment | Standard 8: Know how to test for student progress | Standard 5: Uses methods to monitor student learning |
| Standard 7: Planning for Instruction | Standard 7: Able to plan different kinds of lessons | Standard 3: Competence in planning and preparing for instruction |
| Standard 8: Instructional Strategies | Standards 4 and 7: Know how to teach and be able to plan different kinds of lessons | Standard 4: Instruction that meets diverse learning needs of students. |
| Standard 9: Professional Learning and Collaborative Practice | Standard 9: Able to evaluate and improve oneself | Standards 7 and 8: Engages in professional development and demonstrates professional responsibilities |
| Standard 10: Leadership and Collaboration | Standards 6 and 10: Communicate and be connected with other educators and the community | Standard 1: Implementation of the district's student achievement goals |
| The Viterbo Standard: The teacher demonstrates personal qualities and values which reflect the Christian 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 at least two 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 at least two WOW sessions, or as assigned by their administrator. Or, participant misses a portion of one session and completes all assigned make-up work. | Participant misses all or most of assigned sessions and completes all assigned make-up work. | Participant misses portions of two sessions and completes all assigned make-up work. | Participant misses portions of more than two sessions and 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 | Participant works on tasks until complete and continues working on the task even when | Participant puts some effort into the task but stops working when difficulties arise. Participant is | Participant puts very little effort into the task and/or is not focused and/or needs frequent redirection in |

| | | | | |
|---------------|--|---|--|---|
| | opportunities to strengthen his/her instruction. Participant is focused and on-task through the duration of each task/activity. | difficulties arise. Participant is frequently focused and on-task through the duration of activities and requires little redirection to complete tasks. | generally focused and on-task through the duration of activities and requires a noticeable level of redirection to complete tasks. | 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.