



Graduate Programs in Education Course Syllabus Template

Course Title, Number, and Section Number: Transforming Your Classroom from “Sit and Get” to “Make and Do”

Number of Graduate Credits: 2

Course Location: CESA #4

923 E. Garland St.
West Salem, WI 54669

Course Dates and Times: August 10-11, 2016

Course Format (check one):

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

Name of Approved Instructor: Nicole Cooksey

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Cell Phone: 608-863-2079

Instructor Preferred Method/ Times for Student Contact: Students may contact instruction via email with an expected response within 24 hours on weekdays and 48 hours on weekends.

Course Description: In this two-day workshop, educators will...

1. understand the relevance of constructionism (making) in the classroom.
2. explore opportunities for providing making projects in the classroom, including developing criteria for what makes a good project (experience the *BreakoutEDU* maker/team building trend sweeping the nation)
3. experience hands-on application of maker activities
 - a. What is fabrication? (Maker kit activity: Build a better phone) **Note: Participants will take their Maker kit home.*
 - b. What is programming? (Spark Programming activity: using Scratch code to program a game)
 - c. What is robotics? (LEGO® MindStorms activity: color sorter)
4. explore community partnership potential (i.e. town boards, parks and recreation entities, manufacturing and industry leaders)
5. create assessments (both formative and summative) to evaluate both student progress and STEM-based initiative effectiveness

Conceptual Framework:

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.

Required Texts:

Participants' learning will be grounded in research provided by *Invent to Learn* by Sylvia Libow Martinez & Gary Stager. Participants will experience hands-on STEM activities relevant to the modern maker movement in the form of fabrication, programming, and robotics through such tools as Mobile Maker

Boxes activities, LEGO® Mindstorms, and investigation of STEM websites and computer/tablet applications including Spark Programming. This will allow participant districts to either pilot or expand innovative, STEM-related educational opportunities for students.

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)

nTASC 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 know 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	Standard 4 and 7: Know how to teach and able to plan different kinds of lessons	Standard 4: Instruction that meets multiple learning needs of students.
Standard 9: Professional Learning and Ethical Practice	Standard 9: Able to evaluate themselves	Standards 7 and 8: Engages in professional development and fulfills professional responsibilities
Standard 10: Leadership and Collaboration	Standards 6 and 10: Communicate well and connected with other teachers and the community	Standard 1: Implementation of school district's student achievement goals
1. The Viterbo Standard: The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework		

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

Assignments and Requirements:

Participants are required to:

- attend and fully participate in BOTH days of the two-day workshop. **(August 10-11)**
- develop a lesson plan to implement and apply learning for students in their classrooms. **(Due 4 weeks following workshop)**
- write a professional reflection paper (3 pages) on the past, present, and future of their knowledge and skill set in the area of the workshop content. **(Due 4 weeks following workshop)**
- participate in online communities to further professional learning in the area of workshop content. **(Ongoing professional learning throughout the school year)**

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?

<i>Credits</i>	<i>Class Time</i>	<i>Out of Class Time</i>
1	12.5 clock hours (750 Minutes)	1800 minutes = 30 clock hours
2	25 clock hours (1500 Minutes)	3600 minutes = 60 clock hours
3	37.5 clock hours (2250 Minutes)	5400 minutes = 75 clock hours

Methodology: This workshop is hands-on, learner-driven with guided instruction and learner networking. Participants will be seated in small groups and be encouraged to move about the learning environment to experience the variety of learning stations. Direct instruction will take place with grounding texts and current research. Participants will be encouraged to share learning with others and participate in active discussion groups, both in person and online.

Evaluation Tools:

Our STEM survey conducted at the end of the 2014-15 school year provided information regarding CESA #4 districts' needs in STEM instruction. We continue to use this data to frame the services we provide during the 2015-16 school year. Throughout the 2016-17 school year, beginning with the CESA #4 ***Transforming your Classroom from "Sit and Get" to "Make and Do"***, we will respond to results of self-assessments and feedback, following each networking and professional learning opportunity, as well as core STEM readiness questions from NSTA to formulate more substantive ratings (i.e. Likert) to measure impact and future decisions with STEM programming and services. Our exit ticket survey will include questions, such as:

1. What can you implement immediately with colleagues and students?
2. What can you implement in short term (two weeks, a month) with colleagues and students?
3. What, with some planning, can you implement with colleagues and students next semester/next school year?

These questions will help our participants continue thinking about implementation and growth. The answers help us shape future professional learning opportunities for teachers.

Course Grade Calculation:

2-26-15

- 50% workshop participation
- 50% lesson plan and reflective paper

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%

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.

General Class Rubric SAMPLE

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)
Attendance	Participant attends all class sessions for the entire time the class is in session. Or, participant misses a portion of one session and completes all assigned make-up work.	Participant misses all or most of one session 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 opportunities to strengthen his/her understanding. 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 classroom participation, Web CT activities, and small and large group interactions and views these learning experiences as an opportunity to strengthen his/her understanding of the content.	Participant actively engages in opportunities for interaction, including classroom participation, Web CT 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 homework 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 homework 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.

Scholarly Writing Rubric SAMPLE

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)	0 (C)
APA Conventions spelling, punctuation, capitalization,	Uses conventions in skillful way	Uses conventions in somewhat skillful way	Uses conventions in formulaic way	Does not follow conventions consistently	Fails to follow most or any conventions
Focus	Explicit, nuanced, complex stance	Explicit and nuanced, but not complex, stance	Stance defined in general terms	Vague stance	No clear stance
Development	All ideas developed with specific, relevant information.	Most ideas developed with specific, relevant information. Reader raises few questions	Ideas not developed consistently. Supported with vague generalization or inappropriate examples	Most ideas not developed or supported with inappropriate examples.	Ideas stated, but not developed
Organization	Structure imparts feeling of wholeness and skill	Structure imparts a feeling of wholeness but not skill	Structure breaks down in some places, though solid overall	Structure feels rough or unclear	Structure not evident

Grammar/mechanics:	Few or no errors exist; those present have no effect on reading	Errors obvious but not distracting	Errors begin to interfere with reading	Several distracting errors or multiple patterns of error	Numerous errors make understanding text difficult or impossible
Revision	Almost all revisions make draft stronger	Most revisions make draft stronger	Some revisions strengthen, but some weaken draft	Few revisions, with little effect on quality	Very few revisions; may make final worse

Presentation/ASSIGNMENT Rubric SAMPLE

You may edit for personal use.

Criteria	4 (A)	3 (A/B)	2 (B)	1(B/C)
Preparation	Exceptional effort visible in presentation and design.	Very good effort and design visible in presentation	Satisfactory effort and design visible in presentation	Lack of effort in design and overall effort.
Visual Aids	Greatly added to the overall presentation.	Clear and helpful to the presentation.	Somewhat unclear, wordy, or ineffective.	Not helpful or were not used.
Organization	Exceptionally logical and superbly organized	Learn introduction, body and conclusion	Generally organized, but lacked some clarity.	Poorly organized
Articulation	Excellent and clear verbal articulation of both major and minor points.	Ideas were clearly articulated and well explained.	Ideas were, at times, lacking in clarity or not clearly articulated.	Ideas were difficult to understand
Precision	Presentation was laser-focused on the topic	Presentation covered all of the main points of the topic	Presentation covered the topic, occasionally taking detours	Presentation lacked precision
Time Management	Exceptional time management skills	Finished within the allotted time	Either finished with time to spare or went over allotted time	Presenter seemed unaware of time or how to manage it
Overall Quality	Outstanding overall quality. Powerful and memorable presentation.	Covered all of the main points; a well-delivered presentation.	Increased preparation and design would have increased the overall quality	Generally sloppy with weak presentation skills.

