

## **Tchg 7180 School and Community Culture-3 credits**

### **Masters in Education Program**

Cohort groups will meet to determine individual and district needs. The intersection of the two needs will create the program plan for each individual. The needs will be used to drive the program and each of the courses therein. Students will determine their learning styles and cognitive processing strengths. Professors will work with students to meet learning needs and build a curriculum based on “needs.” Based on the constructed curriculum and the preferred method of instruction, corresponding assessments will be chosen. The overall evaluation will be based on a change plan the student develops. Assessments within individual courses will compliment the change plan and reflect the appropriate assessment approaches. Traditional tools including research papers, writing samples and exams may be expected to be included in the courses as well as alternative assessment that include problem recognition tasks, diagnostic learning logs, and analytic memos.

### **Student Outcomes for MSE Program**

Students are expected to meet the following outcomes in the MSE program.

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as resource to, and collaborate with, others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

### **MSE Program Evaluation**

The evaluation of the MSE program will be done through the use of a Professional Portfolio that will be designed by the student. At least two artifacts must be included for each of the six program outcomes above. Students must complete a reflection of each artifact that describes why and how the artifact demonstrates competency. The responsibility for selecting artifacts falls on the graduate student. The portfolio will be reviewed mid-way through the program and at the completion of the program. Informal feedback will be given when requested. At least one artifact must include a demonstration of the candidates writing ability.

### **Course Description:**

This course will explore the teacher’s role in the Culture of the School and Community. Some of the issues included are:

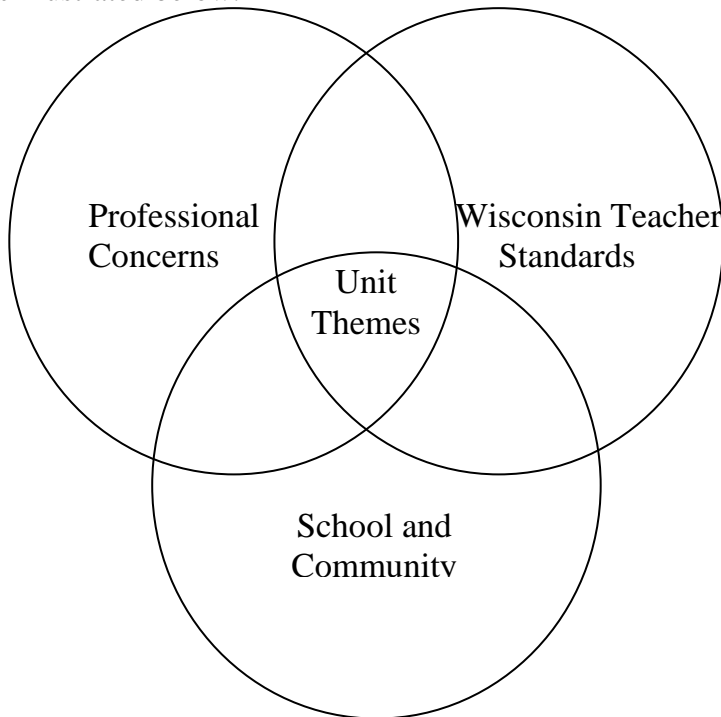
- Addressing Diverse Populations
- School and Community Culture and Resources
- Philosophical, Historical, Legal, and Social Science Perspectives of Education

(including Special Education)  
Working with Families  
Managing Student Behavior & Social Skills/Interactions  
Communication & Collaborate Partnerships

Specific student outcomes for the course must also be met:

1. Students will gain an understanding of the philosophical, historical, and social science perspectives of education.
2. Students will gain an understanding of the culture of the school and community and the effect that these have on teaching and learning.
3. Students will learn to assess both the formal and informal cultures of the school and community.
4. Students will gain an understanding of the diversity in the school setting.
5. Students will learn strategies and techniques for addressing diverse populations and cultures within the school and community.
6. Students will gain an understanding of the roles of families in education.
7. Students will learn strategies and techniques for encourage family involvement in the school and community.

**Unit Themes-**The unit themes that are developed for this course are based on the intersection of needs that grow from professional concerns, Wisconsin Teacher Education Standards, and the school and community culture concepts. Graphically the intersection is illustrated below.



**Professional Concerns**

A critical starting point in building a relevant course is the professional concerns of the participants. Professional concerns are defined in terms of individual student and district needs.

## **Wisconsin Teacher Standards Addressed**

The following standards are addressed specifically in this course.

**3. Teachers understand that children learn differently-**The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**5. Teachers know how to manage a classroom-**The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**6. Teachers communicate well-**The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**9. Teachers are able to evaluate themselves-**The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community-**The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## **Teaching Approach**

This course will be taught as a research-based seminar course. Students and Instructors will identify topics, from the themes, that are applicable to the instructional setting of the students. Students and instructors will plan appropriate learning activities in which students apply the theories to their school and community.. It is expected that all students will participate in discussions, research, and presentations on various topics.

## **Assignments and Assessment**

All graduates must demonstrate competency in each of the six student outcomes.

This will be done through a variety of class activities designed by the students and the instructor. The first class period will be used to assess background knowledge of the students and to plan activities which will broaden the knowledge of the students. It is understood that the activities will include research, writing, and presentations. Students may choose to use one or more of the activities to use in their Professional Portfolio.

## **Examples of Activities**

- Reflections on reading of the philosophical, historical, and social science perspectives. 20%
- Written assessment of the formal and informal culture of a school. 20%

- Presentation of strategies for addressing diverse populations. 20%
- Annotated bibliography of print and electronic resources 10%
- Action research project on family/school relationships. 30%

Assessment is an important skill for educators. The development of appropriate assessments and rubrics will be a part of the course requirements.

**Grading Scale:**

<b>92-100%</b>	<b>A</b>
<b>85-99%</b>	<b>B</b>
<b>75-85%</b>	<b>C</b>

**Attendance Policy**

Attendance is expected at all class sessions. If a situation occurs which prevents a student from attending, (eg. Religious holidays, emergencies etc.) the instructor shall be notified in advance. Repeated absences or failure to notify will result in a reduction in course grade.

**Accommodations for Students with Specific Needs:**

Accommodations will be provided for students with physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the instructor to discuss accommodations for this course, or contact the office of Services for Student with Disabilities, 116 Warner Hall, UW-Platteville, 342-1818.

Texts:

Building Community in Schools (Jossey Bass Education Series) by Thomas J. Sergiovanni, 1999.

The Shaping School Culture Fieldbook (Jossey Bass Education Series) by Kent D. Peterson, Terrence E., Deal 2003.

## Resources

Christianson, S. (2001). Schools and families: Creating essential connections for learning. The Guilford Press.

Tutwiler, S. (2005). Teachers as collaborative partners : working with diverse families and communities Erlbaum Associates.

Manning, M. and Baruth, L. (2004) Multicultural education of children and adolescents. Allyn and Bacon.

Fine, M. and Weis L. (2000). Construction sites: excavating race, class, and gender among urban youth. Teachers College Press.

Varenne,H. and McDermott,R. (1998). Successful failure : the school America builds. Westview Press.

Fine,M. (1995). Habits of mind : struggling over values in America's Classrooms. Jossey-Bass.

Delpit, Lisa D. (1995) Other people's children : cultural conflict in the classroom. New Press : Distributed by W.W. Norton.

Manning, M. L. (1994).Celebrating diversity : multicultural education in middle level National Middle School Assoc.

McCormick, T. M.. (1994). Creating the nonsexist classroom : a multicultural approach. Teachers College Press.Description: xviii, 197 p. : ill. ; 24 cm.

Wagner, C. & Madison-Copas, P. (2002). An audit of the culture starts with two handy tools. Journal of Staff Development, Summer, 42-53. National Staff Development Council.

## Websites

National Center for Cultural Competence (2005). Cultural and linguistic competence: Definitions, frameworks, and implications.

[www.ncccurricula.info/culturalcompetence.html](http://www.ncccurricula.info/culturalcompetence.html).

<http://www.communityschools.org/index.php?option=content&task=view&id=6&Itemid=27>

<http://www.sedl.org/change/school/culture.html>

[http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list\\_uids=1324304&dopt=Abstract](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=1324304&dopt=Abstract)

<http://cnx.org/content/m12922/latest/>