

Teaching 7290-Symposium on Reflection and Critical Thinking-- 3 credits

Course Description:

This course serves as a capstone experience for graduate students in the MSE program. The purpose of the course is to guide and consult with students to help them as they apply the outcomes of their graduate program to practice. Students meet in a symposium setting to develop and share final products and the plan for the seminar paper, educational project or thesis.

Outcomes:

For students in the MSE programs in elementary, middle, and secondary the following outcomes are expected:

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.*

Course Requirements:

For each of the course requirements students are expected to use technology skills that reflect a level four for the State of Wisconsin's Level of Technology Integration.

1. Essay to demonstrate that the student has become reflective practitioner, change agent, and leader. The work may include projects, public presentations, exhibitions, publications, analysis of their teaching, action research, which grow out of their MSE experience.
2. Preparation and presentation of artifacts and reflections in a portfolio that reflect the ability to demonstrate that student can apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
3. All Students will present Professional Development Plans (PDP). Students will also present progress to date on their paper (e.g. seminar paper or thesis)
4. Sample Unit to demonstrate growth in knowledge of content and developmentally appropriate pedagogy. And to participate in the development and implementation of integrative curriculum based on cognitive theories each student will further develop and present products developed earlier in the program. The student will identify changes in the original products to demonstrate reflective abilities.
5. Essay on Leadership and Collaboration to demonstrate the ability to serve as resource to, and collaborate with, others in the profession and community. Each student will present an essay on "lessons learned"

Assessment:

1. Essay on Reflection and Change Agent-15 %
2. Portfolio-30%
3. Professional Development Plan (PDP)-20%
4. Sample Unit-20%
5. Essay on Leadership and Collaboration-15 %

The overall evaluation is based on the change plan that the student has developed and demonstrates in this course. The student in this course is sophisticating and developing new documents that reflect the overall goals of the program.

Bibliography

Assessment in Education (3 articles)

([http://taylorandfrancis.metapress.com/\(edcohi45ummpho2igiyqmn55\)/app/home/contribution.asp?referrer=parent&backto=issue,4,8;journal,19,23;linkingpublicationresults,1:102200,1](http://taylorandfrancis.metapress.com/(edcohi45ummpho2igiyqmn55)/app/home/contribution.asp?referrer=parent&backto=issue,4,8;journal,19,23;linkingpublicationresults,1:102200,1))

National Board for Professional Teaching Standards (http://www.nbpts.org/the_standards)

Sample Teaching Portfolio Guidelines:

Ohio (<http://ftad.osu.edu/portfolio/>)

Texas (<http://www.utexas.edu/academic/cte/teachfolio.html>)

Wisconsin (Platteville) (<http://www.uwplatt.edu/education/PContents.htm>)

Level of Technology Integration Connection (LoTI Connection) (<http://www.loticonnection.com>)

Short Bibliography on Teaching Portfolios

(<http://metalib.wisconsin.edu/V/TA6YNK7CMGDBDR8SSYAINM1GYQ72641XEETJPT7997ELM3C1VP-09757?func=quick-2-merge>)

Wisconsin Quality Education Initiative

(<http://dpi.state.wi.us/tepd/whatsnew.html>)

Appendix:

Students in the MSE program are expected to reflect on the 10 Wisconsin Teaching Standards in their work. The ten standards follow:

1. *Content:* Teachers know the subjects they are teaching.
 - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. *Development:* Teachers know how children grow.
 - The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. *Diversity:* 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.
4. *Instructional Strategies:* Teachers know how to teach.
 - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. *Environment:* 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. *Communication:* 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.

7. *Instructional Planning:* Teachers are able to plan different kinds of lessons.
 - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. *Assessment:* Teachers know how to test for student progress.
 - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. *Reflection:* 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. *Collaboration:* 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.