

Viterbo University Graduate Course Proposal

Course Title Teaching for Goodness Sake

Credits 1

Hours: Friday, February 17, 2012 -- 7:45AM-2:45PM WWEC at the La Crosse Center

Saturday, March 10, 2012 -- 8AM-1PM at Viterbo University Fine Arts Center Main Lobby

Check one Online course Blended course Face-to-face course

Instructor (legal name) Rick Kyte and Tom Thibodeau

Home Address Viterbo campus

Business Address Viterbo campus

Approved Viterbo Instructor Yes No (include vitae and transcripts showing graduate level degree completion)

Description: Give a brief description, in two or three sentences, of the course content as it would appear in a brochure or university catalog.

1. February 17, anytime during the day, mandatory sign-in at Viterbo University booth in the vendor area at Western Wisconsin Education Conference (WWEC) to verify attendance. Limited to the first 125 participants.
2. March 10, 2012 (Saturday):
 - a. Park in the Viterbo Fine Arts Building parking lot located on Jackson Street between 9th and 10th streets for the follow-up class session.
 - b. Check-in between 8 a.m. – 8:30 a.m. Those who registered at the conference will be on a class list for the instructors.
 - c. Pay by check (\$135.00) made out to Viterbo University or by VISA, Mastercard or DISCOVER (Teachers may exercise the option of submitting two valid Viterbo University student teacher/clinical student “coupons” (total of \$50.00) for redemption). Payment at the time of registration is recommended at the conference.
 - d. All written work is to be submitted to instructors at the beginning of class.
3. Registration inquiries should be sent directly to Christine Valenti, Viterbo University, Wisconsin Coordinator of Off-Campus Programs cvalenti@viterbo.edu or (1-800) 234-8721.
4. Course inquiries should be sent directly to Dr. Kyte at rlkyte@viterbo.edu or (608)796-3704.

INTASC Standards: List the Teaching Standard(s) addressed in this course (see attached INTASC list).

- WI 5 individual and group motivation
- WI 9 reflective practitioner
- WI 10 relationships
- VU 11 Franciscan values

Methodology: List methodologies used in course:

- | | | |
|-----------------------|--------------------|------------|
| • Conference sessions | Conference vendors | Reflection |
| • Writing | Group processing | Lecture |

Assignments and Requirements: The requirements will be commensurate with course requirements of a traditional one, two or three credit graduate level course. Include papers, journals, etc. State the due dates for all assignments. It is expected that class attendance will be one course requirement. [Should align with standard(s) addressed]

1. Read Howard Gardner, *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-first Century* (Basic Books, 2011) ISBN 13: 978-0465021925
2. Attend the Western Wisconsin Education Conference on Friday, February 17. Attend the sessions of your choosing as outlined in the program *including* the keynote and closing presentations. For each session, write a couple of sentences that connect the presentation to ethics/leadership. The writing could be related to the content presented, presenter style, and/or a session-related reflection **connecting teaching for goodness sake to** teaching and learning. You *may skip one* session in order to create time to visit the vendors located in the main auditorium.

This assignment is due at the beginning of the follow-up class session (March 10) which will be from 8:00AM – 1:00PM on Saturday, March 10 in the Viterbo University Fine Arts Center Main Lobby.

3. Write a short reflective essay (1,250-2,000 words) on the theme of “Truth, Beauty, and Goodness.” Write about ways in which you find evidence of truth, beauty, or goodness in the lives of the students you teach or the people with whom you work. Clearly tie the theme of your essay to some portion of Gardner’s book.

This assignment is due at the beginning of the follow-up class session (March 10) which will be from 8:00AM – 1:00PM on Saturday, March 10 in the Viterbo University Fine Arts Center Main Lobby.

Evaluation Method: State the evaluation method(s) for *each* of the above-referenced assignments and include as an attachment to this proposal. Please explain how the assignments and requirements will result in the final course grade.

Please keep in mind that a number of evaluation tools are available: checklists, surveys, tests, rubrics, etc. The key is to develop the best evaluation tool to match the assignment, being cognizant of both quantitative and qualitative measures. Please know that Viterbo University uses the A, AB, B, BC, C, CD, D, F letter grade format for reporting purposes. Grading criteria should also align with standard(s) addressed.

Grading:

A *High Quality Graduate Level Work*

Attended all sessions; actively participated in discussions and other course activities; completed the February 17 session assignment as directed; and submitted high quality written assignments that included evidence of reflection and creativity.

B *Average Quality Graduate Level Work*

Attended all sessions; participated in discussions and other course activities; submitted assignments that were of lower quality and/or did not fully address the assignment questions.

F *Failing Graduate Level Work*

Did not attend all sessions (Feb. 17 and March 10) and/or submitted assignments that were determined to be of poor graduate level quality and/or incomplete.

Texts & Readings: List the text(s) and/or readings used in the course, in APA format when possible. Please also include ISBN number for books that students must purchase and use the most current edition of the text.

Text: Howard Gardner, *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-first Century* (Basic Books, 2011) ISBN 13: 978-0465021925

This book is for sale on websites like www.amazon.com. While it is **preferable** to read the book prior to the WWEC conference, it is **required** to read the book **before** attending the March 10 class in order to complete the written assignment due on March 10.

Please note that this text is also available for purchase in the Viterbo bookstore. Please call 608-796-3848.

Bibliography: Please attach a supporting bibliography which indicates the sources of concepts and materials presented in the class. Please use latest printed edition of text, keep bibliography current, and reference in APA format when possible.

Any additional sources gleaned from attendance at the WWEC event.

Conceptual Framework: *The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.*

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.

Graduate Studies in Education courses address one or more of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards or your professional state standards. These standards, as applied to teachers taking graduate level courses, are intended to provide the extension, expansion, and deepening of the knowledge and experiential bases developed in initial teacher preparation programs. The **ten INTASC standards** are:

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. 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. 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. 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. 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. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. 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. The teacher is a reflective practitioner who continually evaluates the effect 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. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Viterbo standard:

11. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

Americans with Disabilities Act:

If you are a student with a disability and require auxiliary aids, services or other accommodations

for this class, please see the instructor to discuss your accommodation needs.

Class Discussion/Participation Self-Evaluation Rubric

Participant: _____ Session #: _____ Date: _____

| Proficiency Levels | Description | Your Score |
|--|--|------------|
| Advanced Proficient (5 points) | <ul style="list-style-type: none"> • Very attentive to classroom activities. • Highly engaged in the learning process. • Numerous efforts to answer questions posed by the instructor and others. • Consistent high participation in group discussion activities. • Demonstrates excellent quality in discussion activities. | |
| Proficient (4 points) | <ul style="list-style-type: none"> • Attentive to classroom activities. • Engaged in the learning process. • Makes several efforts to answer questions posed by the instructor and others. • Strong participation in group discussion activities. • Demonstrates very good quality in discussion activities. | |
| Basic (3 points) | <ul style="list-style-type: none"> • Somewhat attentive to classroom activities. • Minimally engaged in the learning process. • Makes a few efforts to answer questions posed by the instructor and others. • Minimal participation in group discussion activities. • Demonstrates adequate quality in discussion activities. | |
| Minimal (2 points) | <ul style="list-style-type: none"> • Little attention to classroom activities. • Reluctant engagement in the learning process. • Efforts to answer questions posed by the instructor and others are rare. • Reluctant participation in group discussion activities. • Demonstrates poor quality in discussion activities. | |
| Uninvolved (0 points) | <ul style="list-style-type: none"> • Indicates no interest in being involved in classroom activities. • Demonstrates no engagement in the learning process. • Makes no effort to answer questions posed by the instructor and others. • Demonstrates no quality in discussion activities. • Consistent absenteeism. | |

Comments:

Name _____

WWEC Session Reflection Form
February 17, 2012

Educators taking the course for Viterbo credit must attend **both keynote addresses and workshop sessions**. One workshop session **may be substituted** with a thoughtful journey through the vendors area located on the main floor of the auditorium. **Two to four sentence connections to ETHICS** reflections should be provided for each of the keynote and workshop sessions.

8:00-8:50 Session

9:00 Session

10:45 Session

12:30 Session

1-2012

2:00 Session