

Professionalism

Eric Wedemeyer

Saint Mary's University of Minnesota

Schools of Graduate and Professional Programs

Portfolio Entry for Wisconsin Teacher Standard 10

EDUW 696

Jeanine Gelhaus, Advisor

February 28, 2016

National Board for Professional Teaching Standards

National Board Core Proposition 5: Teachers are Members of Learning Communities

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Selected Wisconsin Teacher Standard Descriptors

Wisconsin Teacher Standard (WTS) 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 students' learning and well-being and who acts with integrity, fairness and in an ethical manner.

Knowledge. The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning.

Dispositions. The teacher is concerned about all aspects of a child's well-being (Cognitive, emotional social, and physical), and is alert to signs of difficulties.

Performances. The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. The teacher acts as an advocate for students.

Professional Development Goals

- 1.) To successfully complete the PDP reviewer training and then provide support to young educators in our system during their license renewal process.
- 2.) Take on a larger role in drafting policies and a framework for our mentor program for young educators in our school system.
- 3.) To continue to refine my website making it more user friendly and in turn creating a better communication avenue for parents of my students.
- 4.) Continue my education with a focus on how to improve student critical thinking skills within my own professional development.

Introduction

As a graduate of the MACS system, I received firsthand knowledge of what community is. One thing that stood out to me when I was a student in the system was how close the parents were with each other in terms of their involvement in events and other happenings with their children. That connection between the students, their parents and the teachers was so noticeably special, so when the opportunity came for me to come back, be a part of this community and teach in the system, I jumped at the chance. It was important for me to give back to the system that gave so much to me, and, subsequently, as my experience grew as an educator, I learned the importance of extending out to the larger community to ensure success for my students.

Families and Community

Teaching, by its nature, is a social profession. Educators need to be able to communicate on many different levels, and the required communication extends beyond didactic instruction in the classroom. Teachers must comprehend the importance of appropriate communication and collaboration with the rest of the faculty in their building. In addition, as communities want to know their teachers and parents want to know the people that are teaching their kids, there is a certain connection that the community and the teachers must have. Teachers are professionals; they are expected to be leaders and role models. As such, they must have a strong understanding of their role in the community.

My communication with the parents of my students starts with my monthly newsletters (Artifact 1). Things that are happening and things that will happen are displayed to give them a picture of what is going on in my class. Parents can also visit my website to view lesson plans and keep up with the outline of the weekly units. I realize many students do not tell their parents

what is going on in their classes, and even when parents ask, students often do not elaborate and give just enough information needed for the question to be dropped. Thus, the ability for the parents of my students to get online and see what their child is learning in my class is something the parents have shown appreciation for. In addition, personal one-to-one communication is also important for educators. With that in mind, I try to make myself as visible as possible at athletic and other social events in our system. I volunteer to help out at fundraising events. I want parents to see me. I want them to feel comfortable enough that they can approach me and talk to me about anything. Many times parents have questions or concerns about things that their child has said about my class. Being visible and approachable at events provides the parents with the opportunity to ask such questions without setting up a formal meeting or trying to catch me on the phone during school hours. Also, by taking the time to talk to families and getting to know them even a little bit, I gain an interesting perspective on the families and on the student. Learning about each of their backgrounds directly heightens my awareness of the diversity within the community. This awareness guides my lesson writing which directly affects student learning. Another important aspect with personal interactions with parents is that I can provide them with things that I have witnessed pertaining to their child. I have relayed information regarding my observations of mood and attitude changes in a student to that student's parents. Most often parents are aware and will offer reasons as to why they believe their child is acting a certain way, but other times they are unaware of changes in their child's behavior and are appreciative of the information.

I believe that we have a very good art department, and we offer a very competitive selection of classes for our students. However, as with every high school art program our funds and materials have a limit. With that in mind, providing our students with classes outside of our

building with different instructors and giving them access to mediums that they would not get a chance to experience within our program has always been something that interests me.

Something that we are very proud to offer our high school students is the opportunity for them to attend summer art camps at art institutes or universities through scholarships. The students that are chosen to enroll in these camps choose from a variety of different locations and also which workshop they want to attend. The camps are a week long and are an invaluable educational opportunity for these students. We are able to provide these scholarships to selected students through generous donations from local charities and businesses. These organizations are willing to sponsor these scholarships partly because of the relationship that I have been able to establish with them. Being a professional sometimes is not about giving firsthand instruction but finding avenues for your students to find the instruction elsewhere.

We receive information about these studio summer camps and workshops during the winter. I first tried to gain information regarding the interest of our students in attending these camps and if our art department could find a way to fund them. The genuine interest was overwhelming. The excitement by our students about the possibility of attending the camps was motivation for me to start the process of getting the money to allow them to go. Our system does a lot of fundraising for many different causes, so getting the go-ahead from our administration to search for organizations to aid in this idea was going to be a challenge. I made a presentation to our administration and received permission to see if I could gain some support from a local charity and some businesses. The first year that I did this I met with the organizations face-to-face because I wanted them to see me in person. That way they could recognize me in future meetings. I told them about our art department and explained my vision of providing expanded learning opportunities for our students. When I relayed to these businesses the excitement

displayed to me by our students about this possibility, two organizations signed on immediately and each agreed to sponsor a full scholarship to send a student to a camp that summer. It ended up being a great experience for the two students that were chosen that first year. Every year since then I reach out to each business and ask for their support again (Artifact 2). Both organizations have willingly agreed to continue to sponsor a full scholarship. The relationship that we have developed has been extremely productive, specifically for the students and their educational development. The effectiveness of these scholarships is demonstrated in the enthusiasm of the students that have participated. Also, the finished works that these students have brought back from these classes have been amazing. We have had students work with animation, digital photography, fashion design and pastry decoration. None of these classes are offered in our high school program and are only made possible because of these scholarships.

I have been the head coach of our varsity baseball team for 16 years. I realized very early on that this position is a great way to learn more about my students in addition to the time I spend with them in my classroom. We travel quite a bit, and I am able to talk with them in a more informal setting. We are able to talk about a variety of things that are not even related to school. Most of them are eager to discuss things about their family and other things that are going on in their lives. Over the years, I have really cherished the many one-on-one conversations that I have had with my players. They have opened up to me in ways that they would not have in a classroom setting. Through coaching I am also able to observe family situations that could have an effect on the student's learning and can be taken into consideration when handling possible issues with students when they are in my classroom. I am able to recognize the parents' involvement, or in some cases lack thereof, in the students' lives. Most of the students that I coach have very active parents that really care about their child's education. I

have had many parents approach me and discuss concerns about their child's academic performance in classes other than my own. In some cases they understand, and I know that baseball is important to their child. They approach me with the idea of using that as motivation to push their kid to apply themselves more in all of their classes. I share the parents' understanding in the importance of their kid's education, so I have no reservations at all about becoming a personal support person for one of my players that may be struggling for any reason academically.

Learner

Working in education is an ongoing challenge. Never ending advances in technology, developing techniques and strategies can all enhance student learning and behavior. Teachers need to keep up with these changes because if they do not their effectiveness in the classroom suffers. I recognize this and have been growing professionally by earning my master's degree in education through St. Mary's University. Course work in this program has enhanced my knowledge in specific areas of lesson plan writing, student assessment, classroom management, ethics in education, incorporation technology and professional responsibility.

My path through the program to earn a Master's degree has been very enlightening. Each class offered a new challenge and required me to reflect and evaluate everything that I've been doing. One of the most beneficial classes in the program for me was getting me caught up with technology. I've been out of college for so long that it was refreshing and energizing to participate in that training. Like with most professional careers, teachers need to keep up with the times. Technology is ever changing and evolving. It's seems overwhelming at times but the

reality is, it's not going away and if a teacher approaches it with the right attitude, it actually will make the job a lot easier.

Creating my own website has been an invaluable tool in regards to communication between the teacher and the parents as well as with teacher and the students. I've been able to distribute newsletters, share videos, present daily lessons and post classroom rules and policies. At any time a student or parent can access the website and view any pertinent information. The weebly sites that we created in our technology class were easy to work with and from every feedback that I've got also very user friendly.

Teachers that are under the PI-34 licensure need to complete a goal-oriented professional development plan to advance their license. The teachers need to have a goal approved by a three person reviewing team and complete the plan under guidance of that team in a specific time frame. The goal should be specific and geared toward professional development and enhancing student learning. When I learned of the opportunity to enroll in the training to become a PDP reviewer I jumped at the chance (Artifact 3). We have quite a few young teachers in our system and with a large number of veteran teachers retiring soon and being replaced by a new group of young teachers under the PI-34 licensure there certainly was a need for a person to step up and take the lead in this area. Being the support person for young teachers that are beginning the PDP process is a role that I am excited about. I think it will be very beneficial to those teachers to have a person they can lean on and keep them in track throughout the process. Part of the disconnection that teacher and the members of their reviewing team often have is that the communication is not as intimate as it could be to make it more beneficial for the teacher. With me being in the same building as a teacher working on their professional development plan and able to provide immediate assistance and guidance is invaluable to that teacher. It will create a

level of comfort that can only positively affect the teacher's ability to grow professionally and in turn directly impact student learning.

As a teacher and High School baseball coach I've spent a lot of my career searching for ways to advance my skills. Being a professional educator means that I also need to continue to learn so that I can share what I've learned with my students. The Master's Degree program that I am completing has enhanced my knowledge and understanding in areas of technology, classroom management, multiple intelligences, lesson plan writing, student assessment, brain-based intelligences and professional writing.

Leader/Collaborator

As a member of the 2nd cohort to go through the Master's degree program in our system, I have become an active participant in our system's teacher mentor program. The first cohort drafted the framework of this program. My group now is looking at how it is structured and seeking ways to make it work better and more efficiently. The main idea of the mentor and mentee relationship is for collaboration that goes beyond instruction. To create support for young teachers in our system that provides help with anything from enforcing the schools dress code to chaperoning school dances, is a clear way to ensure constructive collaborative relationships between colleagues. The mentor support would impact student learning in a positive way because the mentee would, in theory, feel less overwhelmed with 'other' things and is able to focus more on actually teaching in their classroom. I suggested breaking the mentor group down to where a teacher would be the go-to person in a specific area. For example, I am a licensed PDP review and am the lead person in our system for that area. When a young educator in our

system that is under the PI-34 licensure and is starting or going through the PDP process for license renewal has a question or in need of assistance in this area they are directed to me.

I have a very good working relationship with my colleagues. They know my capabilities and also my weaknesses. They know they can count on me to be flexible and to work with them on issues such as schedule changes, drafting school policies, challenging issues with students and organizing activities and events. In our school system we meet once a month in PLC groups. The group that I meet with consists of me, the elementary Art teacher and the High School Art teacher. These meetings are designed to be a collaborative effort between colleagues; however each one of us takes on a different leadership role. I am the Middle School teacher so it's important for me to lead the discussion on curriculum changes because I need the students to be at a certain levels when they get to me (Artifact 4). I am the one that closely analyzes the data brought to the meetings and decides what needs to be addressed. I've learned in my mentor training classes that the focus of our meetings needs to be constantly funneled towards how to make things work better with the least amount of our time spent gathering and analyzing data. With that in mind, I always try to keep the discussion on improving things such as solidifying our curriculum and less on reviewing things that we've been doing. In our system we have been focused on improving literacy and more recently critical thinking skills in our students. It has been challenging integrating these components into our Art lessons, but together we have found ways to do it that are most valuable to our students. We bounce ideas off of each other and present and analyze data that we've retrieved that pertains to our student's performance in each of our classrooms. Each of us in our PLC group plays an important role in this effort and it's important that each of us understands what that role is to maintain the effectiveness of these meetings. The effectiveness is what makes these beneficial for our students. I believe that my

role in continuously driving our focus ahead while not spending much time looking back, is important and I take it very seriously.

Reflective Summary

My entire life I've always been an introspective person. I think this trait has greatly enhanced my growth as an educator. I've kept a daily journal for many years even before I became a teacher. **I have noticed in my reflections that I have become an educator that comprehensively understands the importance of searching for more effective ways to reach every student.** Students come to us with all sorts of backgrounds, circumstances, gifts, challenges and skill levels. It's not good enough to reach most of them. It should be the attitude of all educators to continuously work to find ways to aid every student in reaching their potential. It certainly is one of the biggest challenges in the profession but to me it is important thing is to understand that there are certain things that I cannot control. However, what I can control is my own mindset when it comes to how I approach each lesson. Self-evaluation is a big part of that. Taking note of things that worked well, and making modifications to areas that could be done better are a requirement to developing into the most effective teacher possible.

When I reflect on my teaching career from where I started to where I am today, I think about all of the training workshops, classes that I've taken. I then add my own personal experiences and wonder if I'm where I should be as an educator at this point in my career. For me what I am most proud of is my development of my overall philosophy in my teaching style. I, like all affective teachers, am constantly looking at ways to refine daily lessons, classroom management and instructional strategies. But, one area that I center almost every idea that I develop in regards to my philosophy of reaching every student is that of assessment. **In my mind**

it's the most important aspect that affects student learning. I believe that if the assessment is designed so that the students understand clearly what they are to learn while also giving them a little control in what their success is, they will feel more connected to the teacher by being an active participant in their education. My assessment plan has evolved through the years and I have continued to refine it every year. My Professional Development goal for my license advancement concentrated on researching and developing a better assessment plan so that my students would have a better way to appreciate their learning in my classroom. It provides them with the power to write their own criteria on which they are to be graded. In each lesson there are basic guidelines that support the learning but they have a say in what their overall success looks like. I have witnessed genuine enthusiasm for this plan because it eliminates subjective grading by me their teacher and it creates clear goals for what each individual student.

I have attended many training workshops and taken a few classes during my teaching career and most of them have enhanced my teaching. However, my graduate course work at St. Mary's in this master's program has elevated my confidence to new heights. EDUW 691 was a great refresher and polisher of my professional skills. I've been out of college for a while and learning how to cite research in a new style while toning my writing skills was very beneficial to me. EDUW 692 was probably the most substantive course in terms of what I've been able to take and use directly in my classroom. The technological advances are amazing and when I became aware of them I learned that they make my job so much more exciting and a lot easier. The most challenging course in the program was without a doubt EDUW 693. Although challenging, this class was also very rewarding because it really broke down the process of what we do in relation to aligning our unit/lesson plans with our state standards and developing practical and useful assessment. The knowledge I gained is invaluable to my growth as an educator. Parents want the

assurance that we as educators are providing and environment that is safe and one that gets the most out of their kids. EDUW 694 taught me that and in turn helped me to substantially grow professionally. Discussing issues concerning ethics in education in EDUW 695 was the most interesting of the courses. In my professional career I have encountered many situations where knowing how to handle it ethically is important. Knowing my legal rights as a teacher as well as the rights of my students is power. EDUW 696 has tied everything together and has given me the opportunity to take all I have learned through this process and extend it so that it will benefit our entire system from top to bottom. A chain is only as strong as its weakest link. I have grown to understand that my professional responsibilities require me to do my part to ensure our weakest area becomes as strong as it can be. Keeping that idea in mind, an area where I would like to continue to grow is with my leadership role with in my building. As I have referenced earlier we have a lot of young educators in our system that lack proficiency. With my experience **I would like to contribute more towards helping them grow as educators.** I think that by not only exhibiting what I have learned in my own classroom, but also sharing my experience and knowledge with other teachers so that they may learn things that will affect the students in their classrooms, it will benefit all.

Taking everything into consideration with the skills I've developed and the knowledge I've gained, my decision to dedicate myself to this program was a good one. Teaching for me is such a rewarding profession. To be able to go to work every day and know that I am making a difference in young people's lives gives me so much satisfaction. It's this pride that I feel that legitimizes every demand of professional development. I owe it to the community, the parents and most importantly to every student to be the best teacher that I can be. They deserve nothing less.

Artifact 1

The following is a copy of my most recent newsletter to the parents. It is available on my website and offers a general overview on what each group is doing or has done. Often there are examples of students' works as there are in this issue.

Middle
School



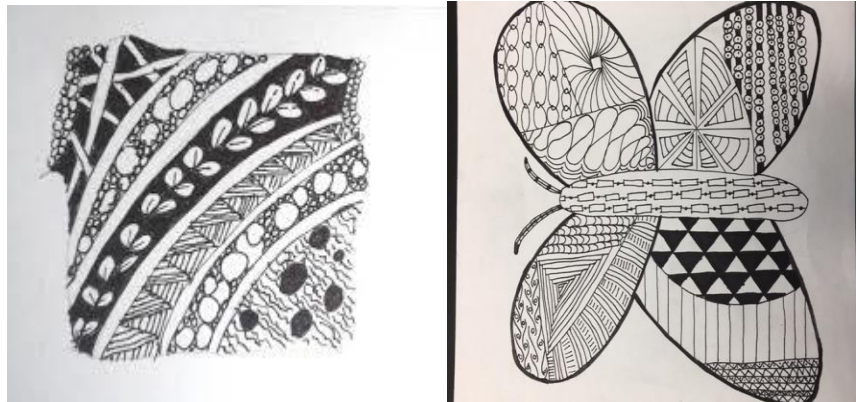
A
R
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8th Grade

- The last project of the trimester has begun for this group, Collagraph prints.
- We have fabricated a tag-board plate by attaching pre-made wooden shapes and also shapes that we have made on our own.
- The relief on the plate will serve as areas that create the images when we print.
- Our final step will be to apply acrylic paint to the plates and then form wet paper on the plate to create the image.

7th grade

This group is finishing their Zentangle designs. It is a fun way to end the trimester with each student developing their own unique image. Here are two that are very close to being complete.



6th Grade

The 6th grade group ended the trimester creating a multi-media composition. The layers of the design went like this: water color wash, spray paint, dripping colored glue and finished the piece with paint markers. The kids really grasped the layered effects of the different media applications. With each stage of the process the students were able to watch how their piece transformed. The concept of layering paint is a great lesson in composition to create depth in a piece.

Don't Forget

* Lesson plans and course outlines can be found at www.mrwedemeyer.weebly.com

*Grade postings are updated weekly and can be viewed on Infinite Campus.

Artifact 2

This document is a copy of a letter that I wrote to a local charity asking for their support in sponsoring a scholarship to send a deserving student to a summer art camp. The letter shows my relationship with the donors and illustrates my role in creating opportunities for my students.



MCDONELL AREA CATHOLIC SCHOOLS

Est. 1882

1316 BEL AIR BLVD., CHIPPEWA FALLS, WI 54729 • TEL 715.723.0538 • FAX 715.723.1501 • WWW.MACS.K12.WI.US

May 25, 2015

Attn: Kim King
Rutledge Charities, Inc.
404 N. Bridge St.
Chippewa Falls, WI

Dear Kim,

It is that time of year when the McDonnell Fine Arts Department will be presenting scholarships to deserving students for the Summer Art Studio Workshops.

Your generous donations over the years have made it possible for many students to attend the summer art camps. Would you help sponsor a student again this summer for either a full or partial scholarship? The cost of a full scholarship is \$580.00 this year.

The scholarship provides an invaluable learning opportunity for the students. The feedback from past recipients has been all positive.

We greatly appreciate your past support and hope that we can count on your contribution this year. Thank you very much.

Sincerely,

Eric Wedemeyer
McDonnell High School

Artifact 3

This is a copy of the license lookup that shows that I have completed the PDP reviewer training and that certification is now attached to my license.

WEDEMEYER, ERIC ALAN

Entity Number: 651795

License Type:	T001 - Teacher
Stage:	Professional Educator 5 Year
License Number:	1001138150
Original License Date:	01/01/2009
Most Recent Application/Payment Received:	07/03/2014 09:22:01 PM
Valid From:	07/01/2014
Expires On:	06/30/2019
License Status:	Valid for Dates Shown
Renewal Guidelines:	PDP Only
Pending Renewal/Extension:	No

<i>Position/Subject:</i>	1550 - Art
<i>Developmental Level:</i>	Early Childhood-Adolescence
<i>Low Grade:</i>	N/A
<i>High Grade:</i>	N/A

License Type:	Z005 - PDP Team Member
Stage:	Peer - Teacher
License Number:	5005009346
Original License Date:	02/04/2016
Most Recent Application/Payment Received:	
Valid From:	02/04/2016
Expires On:	02/04/2021
License Status:	Valid for Dates Shown

Artifact 4

The following document is excerpt of our last PLC group meeting which shows my leadership in leading discussions and keeping the meeting on task.

MACS Professional Learning Community

Part I

PLC Team Work Session Date:	February 12, 2016		
Participants:	Julie Pomietlo, Deb Blake and Eric Wedemeyer		
Missing:	none		
Is this the system goal PLC session?	<input checked="" type="checkbox"/> Yes	If Yes, Which area on you focusing on?	<input type="checkbox"/> Quantity of ideas (Thinking) <input type="checkbox"/> Quality of ideas (Thinking) <input checked="" type="checkbox"/> General Structures (Thinking) <input type="checkbox"/> Sentence Structures <input checked="" type="checkbox"/> Voice in Expressions <input type="checkbox"/> Style of Expression <input type="checkbox"/> Spelling Conventions <input type="checkbox"/> Text Conventions
	<input checked="" type="checkbox"/> No	If this is a different work session, what is your focus?	<input type="checkbox"/> This meeting focused on presenting unit/lessons plans and looking at the State Visual Art Standards to identify possible gaps in our curriculum.
Notes: This PLC included both system and building goals			

PLC Meeting minutes

As it relates to the system goal(s), what specifically do we expect our students to learn? We expect that they have the “must haves” in their written journals or surveys. Julie showed examples of her student’s high/medium/low writings.

How will we know when they have learned it? Eric led the discussion on assessing the students in relation to each lesson goal. Eric presented his formative assessment model to the group.

How did/will we respond when students did not learn it? The written component will be integrated into each lesson and students will be assessed on this as well growth in understanding of art techniques and styles.

How will we respond when some students already know it? Eric directed the group to his assessment plan that includes writing into each lesson’s assessment. The assessment rubric has a built in area for writing and allows for students to correct work that is unsatisfactory. Deb took a copy of the rubric for her to reference.

Building/Grade/Department Focused

Only fill this out if this is not a system focused PLC or you added more conversation beyond the system PLC.

As it relates to the building/grade/department goal(s), our specific goals are: To align our lessons with each grade level and ensure that each State Standard for art and design are covered in the curriculum. In addition, we also continue incorporating a writing component into our lessons.

Eric Wedemeyer

1315 Dover St., Chippewa Falls, WI 54729

Personal phone: (715) 214-6064 · Work phone: (715) 723-9126 ext. 110

Email address: e.wedemeyer@macs.k12.wi.us

ART TEACHER

Creative and dedicated Art Teacher committed to creating and instructing meaningful and stimulating art programs to improve students' ability, creativity, appreciation, perception, awareness, concentration, confidence, and motivation. Able to inspire children to stretch themselves and their work.

Teachable media include basic and advanced programs in:

· Ceramics	· Drawing	· Metalsmithing
· Mixed Media	· Creative Drafting	· Painting

EDUCATION & PROFESSIONAL DEVELOPMENT

Linking Classroom Behavior and Domestic Violence
A.D..D. and Associated Conditions
Teacher Certification Program
B.A. – Art

University of Wisconsin – Stout
University of Wisconsin – Stout
Norda Inc. / St. Mary's University
University of Wisconsin – Eau Claire

TEACHING EXPERIENCE

Developed and implemented lessons designed to teach a wide variety of artistic techniques, appeal to multiple intelligences, and enrich student learning. Established learning environments that highlight student work and stimulate creative expression.

Placements include the following

McDonell Central High School, Chippewa Falls, WI Art Teacher – Grades 9-12	2007-Present
Notre Dame Middle School, Chippewa Falls, WI Art Teacher – Grades 6-8	2014-Present
St. Charles Primary, Chippewa Falls, WI Art Teacher – Grades K-3	2006-2007
McDonell Central High School, Chippewa Falls, WI Head Baseball Coach – Grades 9-12	1999-Present

Extracurricular Involvement

- Helped students apply for and receive scholarships to attend summer studio art camps
- Decorated display cases and bulletin boards to showcase student artwork and holiday themes
- Worked with the ECAAL on the spring Student Art Show, showcasing students' art portfolios
- Instructed and assisted students while building sets for the school musical

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

LICENSE

ENTITY NUMBER: 651795

VALID 07/01/2014 THROUGH 06/30/2019

Teacher - Professional Educator 5 Year

ERIC ALAN WEDEMEYER

1690 - Art(ECA)

The holder may renew this license by successfully completing a Professional Development Plan as verified by a POP Team.

This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.



STATE SUPERINTENDENT

