

Land Recognition Statement:

I would like to recognize that the University of Wisconsin-Stevens Point occupies lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land and the sacred land of all indigenous peoples.

Education (EDUC) 398/498/798 (all sections) & PHED 398/498 (all sections) *Student Teaching (Field Experience)*

Syllabus Spring 2023

Course schedule follows your school district's calendar.

Instructor: Kelly Seefeldt, she/her

Office Location: CPS 466

Student Drop-in/Office Hours: [Schedule a Virtual Meeting](#)

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General Course Information

Course Description

Student Teaching/Intern Teaching comprises certifiable clinical experiences in actual school settings where the teacher candidate (you) participates in planning, instructing, and evaluating programs with the cooperation of certified teachers and administrators.

This experience is a cooperative endeavor in which host schools work closely with UWSP to provide quality experiences for teacher certification candidates. The university supervisor and cooperating teacher provide supportive guidance to help enhance professional growth. Other school personnel also play a crucial role in this mentoring process.

Course Learning Outcomes

As a teacher candidate, you will demonstrate:

1. Demonstrate an understanding of the [Wisconsin Educator Standards](#) required for certification and licensure.
2. The ability to be successful in a co-teaching classroom experience.
3. The ability to be a reflective practitioner through journal assignments, (or meetings) submitted weekly to your assigned university supervisor.
4. The ability to impact student learning through the demonstration of the teaching cycle that includes planning, instruction, and assessment.

Responsibilities of Teacher Candidates

- Abide by standards of professional decorum established by the local education agency for personal comportment in interactions with students, staff, administrators, and community members.
- Design, deliver, and assess instructional programs and participate in their supervision and evaluation.
- Maintain written plans for all lessons taught in a collection that is available for review upon request
- Submit a weekly schedule in the form of a statement of expectations and reflective journal to the assigned university supervisor, as requested
- Attend all Student Teaching Seminar dates (as outlined by EDUC 400 syllabus)

Prerequisites

Department approval; completed student teaching application with Field Experiences Office; concurrent registration in EDUC 400

Required Course Materials

Texts:

[Student Teaching Handbook](#) (found on OFE website)

Course Logistics

Equal Access for Students with Disabilities

Many students have visible or invisible disabilities, and UWSP offers accommodations that allow all students to achieve their full potential in a course. If you require modifications in a course due to a disability, contact the [Disability Resource Center](#) to complete an Accommodations Request form, Phone: 346-3365 or Room 108 in Collins Classroom Center. Inform me of the required accommodations.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon instructors' academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

Evaluation/Course Requirements & Grading Policy

This course is graded on a Pass/Fail basis. In order to Pass, you must:

- Complete minimum student teaching requirements for initial educator licensure (see the [Undergraduate Advising Guide](#))
- Satisfactorily complete a student teaching placement of a full semester, full days according to the host school district's professional calendar
- participate in a minimum of four classroom supervisory visits of at least one hour in length
- present evidence of InTASC-based proficiencies in weekly reflections submitted to your assigned university supervisor
- attend all Student Teaching Seminar dates as outlined by EDUC 400 syllabus
- receive an overall 'Ready' on the cooperating teacher's final evaluation

If you fail to meet the performance expectations or fulfill responsibilities outlined above and in the Student Teaching handbook, you may be removed from your placement. The Office of Field Experience Manager in consultation with the Associate Dean & Head of the School of Education, your university supervisor, and other

professionals, will determine the necessary follow-up plan. Options include but are not limited to establishing a remediation plan for possible continuation, extending or repeating the student teaching experience, graduating without teaching intent, or immediate termination from the education program. Future admission to student teaching may include contingencies.

Course Schedule

Dates (some approximate)	
September 9, 2022	Student Teaching Application Meeting
Fall to Winter 2022/23	You will receive notification of their student teaching placement
November 2022 or before	You will contact your cooperating teachers to set-up an initial meeting, gather necessary documentation for your host district, and learn the district calendar
Mid to late January 2023	You begin your placement with in-service and the first day of school
January 13, 2023	1 st Student Teacher Seminar
February 24, 2023	2 nd Student Teacher Seminar
Mid-March to Late March 2023	<i>If you were assigned a split placement, your Q1 placement will end and your Q2 placement will begin</i>
May 19, 2023	3 rd Student Teacher Seminar
Late May to Early June	Placements end according to the school district's end-of-semester calendar