

University of Wisconsin-Stevens Point
Course Syllabus
EDUC 398/498/798 (All Sections) and
PHED 398/498 (All Sections)

Course Title: Student Teaching

Director/Instructor: Cathleen Olds (She, Her, Hers)

Meeting Location

College of Professional Studies
Room 464/466

Various sites, *as assigned*
colds@uwsp.edu

Office Hours: Tuesdays 9:30- 11:30 a.m. or by appointment 715.346.2440

Required Reference: [Handbook for Student Teaching \(Fall 2020\)](#)

Valuable resource (not required): Daniels, K. N., Patterson, G. C., Dunston, Y. L. (2015). *The Ultimate Student Teaching Guide*. 2nd Edition. Sage Publications. Thousand Oaks, CA.

Course Description and Information

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

The 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 crucial roles in this mentoring process.

Prerequisite: Approval of department(s); completed student teaching application with Field Experiences Office; concurrent registration in EDUC 400.

Credit: *Variable.* Pass/Fail

Dates/Times: Student Teaching requires that student teachers and interns follow the **faculty** semester calendar and daily schedule of the host school for full days for a full semester.

InTASC Model Core Teaching Standards addressed by this course: All Standards 1-10

Course Learning Outcomes

Teacher Candidates demonstrate

1. the knowledge, skills and dispositions of the InTASC Model Core Teaching 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 assigned university supervisor
4. the ability to impact student learning through the demonstration of the teaching cycle to include 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 and reflective journal to the assigned university supervisor
- maintain records of the above activities (i.e., lesson plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.
- attend all Student Teaching Seminar dates

Grading

The course is graded **Pass/Fail**. To earn a grade of **Pass** students must:

- complete minimum student teaching requirements for initial teacher licensure (see [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 the UWSP Student Teaching Supervisor
- attend all Student Teaching Seminar dates or complete an alternative writing assignment on the topics or standards provided.
- receive an overall evaluation of 'ready' on the cooperating teacher's final evaluation

*Failure to meet performance expectations or fulfill responsibilities outlined in this syllabus and in the **UWSP Handbook for Student Teaching** may result in removal from this experience. The Director of Field Experiences, in consultation with the Associate Dean & Head of the School of Education, the 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.

Class Norms:

Students and instructor(s) are expected to

- demonstrate [Academic Integrity](#)
- be informed by the [Division of Student Affairs: Rights and Responsibilities](#); specifically the UWSP Community Rights and Responsibilities, Academic Standards and Disciplinary Procedures, and [Americans with Disabilities Act](#)
- abide by [Family Educational Rights and Privacy Act](#) rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.

Inclusivity Statement

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

I last completed [UWSP's Safe Zone training](#) on: Spring 2021

COVID-19 Guidelines and Policies Face Coverings in UWSP Buildings (Effective August 9, 2021)

Face Coverings

Effective Monday, Aug. 9, 2021, and reviewed January 11, 2022 all students, employees, and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice. See the [chancellor's mask mandate](#).

Please note: Student teachers/interns are required to follow the COVID-19 Guidelines and Policies implemented by their host school district for faculty and staff while completing student teaching. Non-compliance with these guidelines and policies may cause termination of the student teaching placement.

Other Guidance

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- Attend class virtually when experiencing any mild/moderate symptoms
- View the recorded class if you are too ill to participate virtually or in person at the time of class.

Useful References for Teacher Candidates

Burke, J. 2006. Letters to a new teacher: A month-by-month guide to the year ahead. Heinemann. Portsmouth, NH.

Canter & Associates, ed. 1998. First-class teacher: Success strategies for new teachers. Canter & Associates, Inc. Santa Monica, CA.

Danielson, C. 2013. The framework for teaching evaluation instrument. The Danielson Group.

Danielson, C. 2007. Enhancing professional practice: A framework for teaching. 2nd ed. ASCD. Alexandria, VA.

Gill, V. 2005. The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press. Thousand Oaks, CA.

Henderson, J. G. 1992. Reflective teaching: becoming an inquiring educator. Macmillan Publishing. New York, NY.

Kottler, J. 2005. On being a teacher: The human dimension. Corwin Press. Thousand Oaks, CA.

Maron, C., Stobbe, J., Baron, W., Miller, J., Moir, E. 2000. Keys to the classroom: A teacher's guide to the first month of school. Corwin Press. Thousand Oaks, CA.

Portner, H. 2002. Being mentored: A guide for protégés. Corwin Press. Thousand Oaks, CA.

Queen, J. A. and P. S. 2004. The frazzled teacher's wellness plan: a five step program for reclaiming time, managing stress, and creating a healthy lifestyle. Corwin Press. Thousand Oaks, CA.

Rutherford, P. 2002. Why didn't I learn this in college? Just ASK Publications. Alexandria, VA.

Sargent, J. W., Smejkal, A.E. 2000. Targets for teachers: a self-study guide for teachers in the age of standards. Portage & Main Press. Winnipeg, Manitoba, Canada.

Stronge, J. H. 2002. Qualities of effective teachers. ASCD. Alexandria, VA.

Waterman, S. S. 2006. The four most baffling challenges for teachers and how to solve them: classroom discipline, unmotivated students, under involved or adversarial parents, and tough working conditions. Eye On Education. Larchmont, NY.

Wong, H. K. and R. T. 2009. The first days of teaching. Harry K. Wong Publications, Inc. Mountain View, CA.

Whited, A. M., Trujillo, P. A. 2005. ARRIVE: A reflective journal. Advanced Learning Press. Englewood, CO.

Wyatt, R., White, J. E. 2002. Making your first year a success: The secondary teacher's survival guide. Corwin Press. Thousand Oaks, CA.

Useful Websites for Soon-to-be-Teachers:

- [INTASC Model Core Teaching Standards](#)
- [Teacher Education, Professional Development, and Licensing](#)
- [WI DPI Licensing Information](#)
- [WECAN](#)
- [Wisconsin Educator Effectiveness System](#)

