

Course Syllabus
University of Wisconsin Stevens Point
Education 400
Seminar in Student/Intern Teaching

Instructor: Cathleen Olds College of Professional Studies Room 464/466

Office Hours: Tuesdays 9:30-11:30 or by Appointment

Meeting Location: CPS 466

Contact: colds@uwsp.edu 715.346.2440

Dates/Times: See Page 4 for Seminar Schedule

Course Description and Purpose

Seminar in Student/Intern Teaching primarily focuses on the capstone of your education program. In addition, guest speakers and structured group discussions on aspects of teaching that emerge during full-time clinical experiences are conducted. The primary goal of the course is to promote reflection in teaching and provide evidence of competency in the InTASC Model Core Teaching Standards.

Prerequisite: Approval of department; concurrent registration in EDUC 398 or PE398.

Credit: 1. Pass/Fail

InTASC Model Core Teaching Standards addressed by this course #9 & #10:

9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adopts practice to meet the needs of each learner.

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Learning Outcomes

Teacher Candidates will....

1. engage in critical reflection about teaching practice and experiences.
2. show evidence of critical reflection and teaching competency based on InTASC Model Core Teaching Standards.
3. participate in collegial discussions with peers, university supervisors, and guest speakers. *Topics will include, but not be limited to equity, diversity and inclusion; concerns in the classroom; PI34; WI Educator Effectiveness, and Career Services.*
4. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Required Assignments and Activities

- Attend and actively participate in all seminar activities or alternate assignment with prior notice.
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Complete a **Capstone Presentation** of your professional growth and reflections to your peers and student teaching supervisor of your major.
- Create a professional resume and cover letter for the job application process
- Attend the UWSP School of Education Job Fair
- Complete 3 Written Reflections on Professional Development Topics and/or Speakers

Grading

The course is graded **Pass/Fail**. To earn a **Pass**, students **must attend** and actively participate at all seminars, participate in online discussions, submit evidence of proficiency as required. Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of **Fail**.

- **Attendance at all sessions is required to pass Education 400.**
 - Missed sessions will require alternative written assignments to make up for the missed content.
 - Unexcused absenteeism will result in a grade of *Incomplete* until missed content is made up. After one semester, *Incomplete* grades will default to F (failed)

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

([Examples found here](#). Sample below from Lynn Hernandez, Brown University)

It is my intent that students from all 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 to this class be viewed as a resource, strength and benefit. 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 commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. 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, 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](#).

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.

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- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Useful References for Teacher Candidates

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

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,

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.

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

Schedule of Student Teaching Seminar Meetings

Date	Time	Attendance	Focus	Location
August 24, 2021 Tuesday On Campus	9:30 – 11:30 a.m. Variable Times 1:00 pm-3:00 pm	All Educ400 students are required to attend Morning and afternoon on campus UWSP Supervisor Cohort Meetings <i>(Times will vary according to your Supervisor's Schedule)</i>	Speaker: Equity, Diversity, and Inclusion UWSP Supervisor Cohort Expectations	On Campus: CPS 116 Assorted Rooms
October 22, 2021 Friday Virtual-Zoom	9:30 am- 10:30 a.m. 10:30 a.m.-12:30 p.m. 1:30- 3:30 pm	Virtual Educ 400 Meeting Supervisor Cohorts Virtual Options	Routine for the Day What is the Capstone Presentation? Seminar Discussions BIED 400 Seminar ENED 400 Seminar FCS 400 Seminar FLED 400 Seminar MUED 400 Seminar EDUC 400 Seminar 3 Written Reflections on Virtual Options P/F due by October 31, 2021	Zoom Meeting As scheduled by Seminar Instructors and Supervisors Online Group Rooms and independent
December 10, 2021 Friday On Campus	9:00 am-11:00 pm 11:00 am-1:30 pm 1:00 pm- 3:30	All Student Teachers All Student Teachers All Student Teachers	Capstone Presentations with your UWSP Student Teaching Supervisor Job Fair & Lunch Break Licensing Presentation Maggie Beeber	Arranged by UWSP Supervisors-Assorted rooms Alumni Room CPS 116