

**Course Syllabus**  
**University of Wisconsin Stevens Point**  
**Education 700**  
**Graduate Intern Teaching**

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

**Office Hours:** Virtual Appointments

**Meeting Location:** See schedule-page 4

**Contact:** [colds@uwsp.edu](mailto:colds@uwsp.edu) 715.346.2449

**Course Description and Purpose**

**Graduate Intern Teaching** primarily focuses on the capstone project of completing the edTPA. In addition, guest speakers and structured group discussions on aspects of teaching that emerge during full-time field 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 through completion of the professional teaching reflection and completion of the edTPA.

**Prerequisite:** Approval of department; concurrent registration in EDUC 798.

**Credit:** 1.

**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* concerns in the classroom, PI34, WI Educator Effectiveness, edTPA 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.
- Attend the UWSP School of Education Job Fair or alternate assignment with prior notice.
- Create a professional resume and cover letter for the job application process.

### Grading

This course is graded. To earn an **A**, students **must** participate at all seminars via session recordings, participate in online discussions as assigned, submit evidence of proficiency as required. Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of **F**.

- **Virtual Attendance or in-person at all sessions is required to pass Education 700.**
  - **(Or view Workshop Videos and submit reflections as requested.)**
  - Missed sessions will require alternative 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)
- Grading will be determined jointly by the Director of Field Experiences.
- Please note that you will be evaluated on your professionalism as a teacher. Including the ability to meet deadlines and due dates to UWSP and your UWSP Supervisor.

### COVID-19 Guidelines and Policies Face Coverings on Campus and in UWSP Buildings

#### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in class. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

#### 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.
- 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.

### **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.

### **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, 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.

[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**

<b>Date</b>	<b>Time</b>	<b>Attendance</b>	<b>Focus</b>	<b>Location</b>
January 14, 2021 Thursday	10:30 – 11:30 a.m.	<b>All Student Teachers</b> are required to attend Morning and afternoon	Virtual Seminar Options <i>(Refer to list of options/links and guidelines)</i>	Zoom
	Variable Times 1:00 pm-3:00 pm	UWSP Supervisor Live Virtual Cohort Meetings <i>(Times will vary according to your Supervisor's Schedule)</i>	UWSP Supervisor Cohort Expectations (400 Seminar)	Zoom
March 12, 2021 Friday	9:30 am- 10:30 a.m.	<b>All Educ 400 Meeting</b>	Routine for the Day What is the Capstone Presentation?	Zoom
	10:30 a.m.-12:30 p.m.	<b>Supervisor Cohorts</b>	<b>Seminar Discussions</b> BIED 400 Seminar ENED 400 Seminar FCS 400 Seminar FLED 400 Seminar MUED 400 Seminar EDUC 400 Seminar	Zoom with UWSP Student Teaching Supervisors
	1:30- 3:30 pm	<b>Virtual Options</b>	Assorted Current Topics	Online
May 21, 2021 Friday	9:00 am-11:00 pm	<b>All Student Teachers</b>	Capstone Presentation with your UWSP Student Teaching Supervisor	Zoom To Be Arranged by UWSP Supervisors
	11:00 am-1:00 pm	<b>All Student Teachers</b>	Virtual Job Fair	
	1:00 pm- 3:30	<b>All Student Teachers</b>	Licensing Presentation Maggie Beeber	Zoom