

Course Syllabus
University of Wisconsin Stevens Point
Education 700
Seminar in Student/Intern Teaching Virtual
Course

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 (*Graduate Students/ CWIC Students teaching full time will be provided with synchronous or asynchronous options for participation.*)

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, MED 398, HIED 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 2 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

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 Safe Zone Training: Spring 2021

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

Face Coverings

Effective Monday, August 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](#).

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.

Spring 2022

- 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
January 14, 2022 Tuesday Via Zoom or recording provided	9:30 – 12:30 a.m. Variable Times 1:00 pm-3:00 pm	All Educ 400/700 students are required to attend morning virtually on Zoom UWSP Supervisor Cohort Meetings <i>(Times will vary according to your Supervisor's Schedule)</i>	Speaker: Equity, Diversity, and Inclusion: Clover Schmitt, Ph.D. UWSP Supervisor Cohort Expectations	Zoom Link Assorted Rooms
March 11, 2022 Friday Virtual-Zoom or recording provided	9:30 am- 1130 a.m. 11:00 a.m.-12:30 p.m. 1:30- 3:30 pm	Virtual Educ 400 Meeting Supervisor Cohorts	Career Services Capstone Presentation Details and Questions 1st Reflection due by March 10, 2022 2nd Reflection due by May 1, 2022	Zoom Meeting As scheduled by Seminar Instructors and Supervisors Online
May 20, 2022 Friday On Campus or Zoom, or Recorded	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 (TBD) CPS 116 or CCC 101