

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) 700

Seminar in Student/Intern Teaching

Syllabus

Spring 2024; 1 credit

Virtual on Canvas

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

Seminar in Student/Intern Teaching will focus mainly on the capstone of your education program here at UWSP. Here is what the course will look like:

- Virtual and/or in-person meetings with supervisor-run cohorts
- OPTIONAL On-campus Job Fair
- Activities and readings to reflect upon
- Space to discuss and ask questions, both in-person and online

Course Learning Outcomes

Upon completion of this course, you will be able to:

1. Engage in critical reflection about the practice of teaching and your teaching experience.
2. Show evidence of critical reflection and teaching competency based on the [Wisconsin Educator Preparation Standards - Teacher Standards](#).
3. Participate in collegial discussions with peers, university supervisors, and guest speakers about topics important to education. Topics may include, but are not limited to equity, diversity and inclusion, concerns in the classroom, PI34, Educator Effectiveness, and issues and policies affecting teachers in the state of Wisconsin.
4. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable all learners to feel a sense of belonging while meeting high standards of learning.

Wisconsin Teacher Standards Addressed in this Course

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Prerequisites

Department approval; concurrent registration in EDUC 798

Required Course Materials

Texts:

[Student Teaching Handbook](#) (updated August 2023)

Course Logistics

Statement of Teaching/Learning Philosophy

This course, along with your field experience as a student teacher, will be an important step in your journey to becoming a teacher, but it won't, by any means, be your final step. As teachers, we value learning, and we must value it in ourselves as much as we value it for our students. With this in mind, I have tried to design this course that will foster an ongoing practice of reflection that I hope you continue throughout your career. I also hope to create learning opportunities that are not only valuable to you, as new teachers, but also push me to learn something as well.

Although this course makes up a small portion of the work you will do this semester, you find the materials accessible, the communication clear, and the topics relevant to your practice as an educator. I have tried to model universal design for learning, much like you will be doing in your placement classrooms, when creating this course. If at any time, you run into something that doesn't work for you or address your needs, I encourage you to reach out to me, so that I may adjust to make this course more inclusive.

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*

This course is graded on a Pass/Fail basis. In order to Pass, you *must* complete all required components and submit them to Canvas. All requirements are listed below along with optional on-campus meetings to which you're invited, but not required to attend. Invitations with more information about on-campus events will be posted to Canvas.

Course Component	Description	Due Dates
Assignments (Required)		
Professional Development Reflection	Respond to the prompt in Canvas after you have the "professional discussion/observation" with your supervisor (re: Standards 9 & 10).	April 5
Capstone Presentation	A 10-15 minute professional presentation focusing on a reflective prompt about your student teaching experience; submitted to Canvas.	May 17
Activities (Optional)		
OPTIONAL 2 nd On-campus Meeting	Hear from current principals about interviewing and what they look for in teacher candidates.	March 28 at 11:30 a.m. CCC 101
OPTIONAL Job Fair	Meet and mingle with school district representatives on campus. Attendance is mandatory.	March 28 th from 1:00 to 3:00 p.m. DUC (Laird room)
OPTIONAL 3 rd On-campus Meeting	Licensing Session with UWSP Licensing Officer, Maggie Beeber	May 17 CCC 101 1:30 to 3:30 p.m.

Course Components

Capstone Presentation

For this project, you will choose one prompt below and either a visual presentation or written project that reflections upon your semester as a student teacher. This presentation is due on December 15th; if you need more time, please contact Kelly. Presentations should be approximately

10-15 minutes in length, and should include creative visual aids such as Power Point, Prezi, videos, etc. Refer to the rubric and the *Procedures for the SOE Professional Presentation* shared during seminar #2 for additional guidance.

Prompt 1:

How did your education prepare you for a career as an educator? Reflect on your own education, university coursework and the experiences that have had an impact on your development as a future educator.

Prompt 2:

Share your greatest challenge as a student teacher and/or educator on emergency license and describe how you were able to overcome it. Share your most rewarding experience as an early career educator. Reflect on how both challenges and triumphs affirm your decision to become an educator.

Prompt 3:

What have you identified as a focus for your ongoing professional development and growth? Reflect on how this will help you to become a better teacher.

Teacher: _____ Reviewer: _____ Date: _____

Capstone Project RUBRIC

Criteria	Exceptional	Acceptable	Not Acceptable/Incomplete
Introductions, Reflections & Projections	<ul style="list-style-type: none"> * Interesting introduction of a required prompt * Abundant evidence of learning & application to future growth as a teacher * Demonstrated effective Reflection on teaching practice 	<ul style="list-style-type: none"> * Introduction of a required prompt * Reflects on experiences * Substantial amount of evidence of learning & application to future growth as a teacher 	<ul style="list-style-type: none"> * Off Topic of Prompts required * Limited or no Reflection * Little or no evidence of learning & application to future growth as a teacher
Professionalism	<ul style="list-style-type: none"> * In-depth introductions & reflections * Attention to audience * Interesting, relevant descriptions of experiences * Polished / No editing errors * Consistently used professional posture and gestures * Excellent speaking voice 	<ul style="list-style-type: none"> * Basic introductions & reflections * Some attention to audience * Relevant descriptions of experiences * Professional posture and gestures most of the time * Adequate speaking voice * Some editing errors 	<ul style="list-style-type: none"> * Minimal introductions & reflections * Little attention to audience * Many irrelevant details of poor or questionable quality * Many editing errors * Distracting posture * Speaking voice is unclear or inaudible
Quality of Presentation	Visual Projects <ul style="list-style-type: none"> * Used visual aids effectively to enhance presentation 	Visual Projects <ul style="list-style-type: none"> * Some visuals * Showed some enthusiasm for the topic 	Visual Projects <ul style="list-style-type: none"> * No visuals
	Written Projects <ul style="list-style-type: none"> * Wrote clearly with few to no errors * Expressed ideas enthusiastically with clear voice and passion for topic 	Written Projects <ul style="list-style-type: none"> * Wrote clearly with few to no errors * Expressed ideas clearly and showed some enthusiasm for the topic 	Written Projects <ul style="list-style-type: none"> * Wrote with many errors * Did not clearly express ideas
Overall	<ul style="list-style-type: none"> * Well organized * Very creative * Polished/Professional appearance * Variety of media * Good balance * Descriptive detail * User-friendly navigation 	<ul style="list-style-type: none"> * Evidence of organization * Some evidence of creativity * Use of media * Some descriptive detail * Generally user-friendly navigation 	<ul style="list-style-type: none"> * Basic or poor organizational structure * Lacks creativity * Irrelevance of information * Little or no descriptive detail * Difficult or confusing navigation

Comments:

This Presentation is rated (Circle One): Exceptional (PASS) Acceptable (PASS) Not Acceptable/Inc. (FAIL/INCOMPLETE)

Grading Policy

This course is graded on a **Pass/Fail** basis. In order to pass, you must attend all seminar meetings and complete the required components listed above. If you are unable to attend one of the seminar sessions, please reach out to me for further guidance on alternatives.