

Instructor: Susan Turgeson, Ed.D., CFCS
Office: CPS Room 236
Office Hours: By appointment

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Course Description and Purpose:

Seminar in Student/Intern Teaching primarily focuses on the capstone project of completing a portfolio. 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 and FCS Teaching Standards through completion of the professional teaching reflection and completion of the portfolio.

Prerequisite: Approval of department; concurrent registration in FCS 398,498, or 797.

Credit: 2-Pass/Fail

Seminar Meeting Dates and Times (Seminar meets in CPS room 116, unless notified otherwise)

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| • January 14, 2021 | 9:30 am - noon | content asynchronous Office of Field Work |
| | 1:00 pm – 3:00 pm | via Zoom with supervisor |
| • March 21, 2021 | 9:30 am - noon | Office of Field work sessions |
| | 1:00 pm – 3:00 pm | via Zoom with supervisor |
| • May 21, 2021 | 9:00 am – 11:00 am | via Zoom with supervisor |
| | 11:30 am – noon | Virtual Job Fair |
| | 1:30 pm – 3:30 pm | Licensing Session and Farewell |

InTASC Model Core Teaching Standards addressed by this course:

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....

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 and the PDP, 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.

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Required Assignments and Activities

- Attend and actively participate in all seminar activities
- Submit a **course schedule form/log** and signed **Statement of Expectations** by the end of the first week for each of your sites.
- Keep a **reflective journal** of the days/week experiences these are attached to the **logs each week**. These may be discussed on seminar days.
- Participate in assigned online Canvas **discussions**
- Provide **lesson plans** for each formal observation (3 of them) as well as a completed **pre-observation sheet** 24 hours in advance of observation.
- Make sure the Student Teaching/Interning **Final Evaluation Report** is submitted to me at the end of each experience (for each experience). **Copy with original signatures.**
- Complete the **NATEFACS Teacher Education Standards and Competencies evaluation** with at least 2 artifacts for each standard. Include a brief explanation for each.
- 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
- Attend the UWSP School of Education Job Fair
- Create a professional resume and cover letter for the job application process

Recommended Activities and Experiences

- Participating in PLC meetings, CTE collaborative meetings, and/or advisory board meetings
- Observing instructors in core academics, other CTE content, and special education settings
- Involvement in Career and Technical Student Organization (CTSO) activities
- Attendance at IEP, guidance, or other student referral meeting
- Participation in webinars, workshops, trainings, and conferences

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 (weekly logs and reflections). 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 FCS 400/600.**

- 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.

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Useful References for Teacher Candidates

- Breaux, A.L. (2011). 101 “answers” for new teachers and their mentors: effective teaching tips for daily classroom use 2nd ed. Eye on Education, Inc.
- Dean, C. B., Hubbell, E. R., Pitler, H., and Stone B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement 2nd ed. ASCD
- Gill, V. (2005). The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press
- 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
- Marzano, R.J. (2017). The new art and science of teaching. Solution Tree
- Portner, H. (2002). Being mentored: A guide for protégés. Corwin Press
- 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
- Rutherford, P. (2002). Why didn’t I learn this in college? Just ASK Publications
- Sargent, J.W., Smejkal, A.E. (2000). Targets for teachers: a self-study guide for teachers in the age of standards. Portage & Main Press
- Stronge, J.H.(2002). Qualities of effective teachers. ASCD
- 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
- Wong, H.K. and R.T. (2009). The first days of teaching. Harry K. Wong Publications, Inc.
- Whitaker, T. (2012). What great teachers do differently: seventeen things that matter most. 2nd ed. Eye on Education
- Whited, A.M., Trujillo, P.A. (2005). ARRIVE: A reflective journal. Advanced Learning Press
- Wyatt, R., White, J.E. (2002). Making your first year a success: The secondary teacher’s survival guide. Corwin Press.

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](#)