

Course Description: Certifiable field experience for licensed educators seeking additional license endorsements under Wisconsin Department of Public Instruction rules.

Interns will spend a minimum six weeks in actual school settings planning, instructing, and evaluating educational programs with the cooperation of certified teachers and administrators.

Pre-requisite: Wisconsin educator license

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To schedule an appointment: [My Office Hours – Select a Meeting Day & Time](#)

Course Objectives:

1. Use reflective thought in analyzing teaching and learning experiences
2. Examine issues and trends as they relate to Family and Consumer Sciences Education in diverse learning environments.
3. Engage in professional development opportunities to enhance content knowledge and network with other professionals in the field for support and inspiration
4. Reflect upon teaching and learning experiences as they apply to the critical science approach to Family and Consumer Sciences Education.

Course Requirements:

1. Submit the Intern Teacher Information Form, which includes a course schedule, by the end of your first week for your site. Provide the designated university supervisor, Dr. Turgeson, with at least **six (6) Weekly Log sheets** showing exactly the subject matter (including standards and objectives) being taught and the times. **(10% of grade)**
2. Lead teaching must include at least **40 hours of instruction**.
3. Create weekly unit plans that reflect creative and thought provoking lessons. (These are NOT turned into me)
4. Develop **four (4) complete Lesson Plans** with supplemental materials. Implement the lesson and complete a reflection utilizing the prompts. Write a summary of the experience and include what you identified as your strengths and areas for improvement. What resources will you use to make improvements? What strategies could be utilized? What research or theories support your work? Submit all documents on Canvas. **(25% of grade)**
5. OPTIONAL (but highly recommended) Video or audio record yourself at least **once** in your teaching experience. Write a summary of the experience and include what you identified as your strengths and areas for improvement. This might be used for your Professional Development Plan.

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6. Complete a **Professional Development Plan** related to your intern experience. This is to help you identify areas that need improvement and then formulate a plan to implement those improvements. **NOTE-** you do not actually need to implement this plan. **(10% of grade)**
7. Schedule a **Conference Call** or site visit with university supervisor (Dr. Susan Turgeson) to discuss teaching experience and professional development plan. **(5% of grade)**
8. Engage in **Professional Development Activities** through membership in professional organizations or participation in trainings or conferences. Earn at least 10 points during the semester. A variety of actions and/or organizations are desired. All points should NOT be from the same type of activity. A summary report is due by Dec. 5. **(10% of grade)**
9. Make sure the **Summative Evaluation Report** is completed, signed by a cooperating teacher or administrator, and submitted to the university supervisor at the end of the experience. **(5% of grade)**
10. Use **Reflective Journaling** by responding to the following questions on the Canvas discussion board. The journaling prompts are aligned to the InTASC Standards. **(25% of grade)**
11. Complete the NATEFACS Teacher Education **Standards and Competencies Evaluation (10% of grade)** and provide at least 2 artifacts for each standard.

Week I (due 9/12):

- How will you use the FCS Body of Knowledge, the Dimensions of Wellness, and the Practical Reasoning Process as you plan and implement lessons this semester?
- What surprised you the most this week about teaching and learning?
- What have you learned about yourself as a student? As a teacher?
- What do you think will be your biggest challenge during the next weeks?

Week II (due 9/19):

- What factors are you considering when designing teaching and learning plans?
- Choosing one course, what broad concepts will serve as the basis for your teaching and learning plan?
- How are you planning to help your students make connections between the broad concepts and their everyday lives?
- How have you helped (or plan to help) students make connections between the broad concepts and their past experiences?

Week III (due 9/26):

- What means have you used to create an environment for learning; e.g., class behavior guidelines, amount of structure, arrangement of room, aesthetics, etc.?
- How are you addressing individual learning differences?
- How are you planning for instruction that supports every student in meeting learning goals?
- What questions do you have regarding planning for instruction?

Week IV (due 10/3):

- What instructional strategies have you used to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways?

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What strategies have you used for involving students via questioning?

How have you integrated your curriculum with other content areas, STEAM, and 21st century learning skills?

Week V (due 10/10):

How have you helped students make connections between the broad concept and their everyday lives this week?

How have you made FCS content knowledge accessible and meaningful for learners?

In what ways have you engaged learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues?

Week VI (due 10/17):

How have you incorporated the writing process in your classes? Reading process?

Note: Utilize "How Do You Expect Me to Teach Reading and Writing? Teacher Handbook

What are you noticing about how your students learn?

How can you make your lessons developmentally appropriate and meet your students' needs?

What are your successes and challenges at this point in time?

Week VII (due 10/24):

How are you engaging in your own professional learning?

What evidence are you using to evaluate your practices?

What methods of assessment are you using to engage learners in their own growth, to monitor learner progress, and to guide the students' and your own decision making?

What questions do you have about assessment?

Week VIII (due 10/31):

How have you sought leadership roles and opportunities to take responsibility for student learning?

How have you collaborated with learners, families, colleagues, and other school professionals, and community members to ensure learner growth and to advance the profession?

I encourage you to make some "sunshine" calls (positive phone calls/e-mails/postcards to parents/guardians) as a way to connect to families. Let us know how it goes!

Week IX (due 11/7):

What do you find personally rewarding about teaching in general? Teaching FCS?

What do you find most frustrating about teaching in general? About FCS?

What are three goals you have for yourself moving forward?

Criteria for grading responses to questions:

- Submitted a reflection for each week on time
- Responded in a clear, thorough manner to at least two (2) peers – share ideas, give encouragement, and applaud successes!
- Used reflective thought rather than a description of what occurred



PROFESSIONAL DEVELOPMENT PLAN

University of Wisconsin- Stevens Point

Student Intern	Date	School
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1. Quality Indicator: (Refer to InTASC Standards or NATEFACS Teacher Educator Standards)

2. Performance Indicator:

3. Improvement Objective(s):

4. Strategies/procedures for Achieving Objective(s): (Explanation of intern, supervisor and/or partner teacher responsibilities)

5. Methods of Assessing Progress and Target Date:

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Professional Development Activities

Part I – Summary: Briefly summarize your professional development activities for the semester below. The **date** should be the date of the activity so some items will not include a date (i.e.-membership in AAFCS). The **event/activity** is simply that (i.e.AAFCS webinar). . In the **points earned** column put the number of points this activity is worth. Include a total at the bottom. **Contact person and information** should be included. The last column is to indicate if **supporting information** for this activity is attached. Whenever possible include supporting information such as copies of membership cards or certificates of participation in trainings, picture of you actively engaged at event/activity, program from the event, etc. Reminder: A variety of actions and/or organizations are desired. All points should **NOT** be from the same type of activity

- | <u>Points</u> | <u>Action</u> |
|---------------|---|
| 4 | Current membership in National organization (e.g. AAFCS, NCFR, ACTE) |
| 4 | Participation in a National Conference (e.g.AAFCS, NCFR, ACTE) |
| 3 | Present or evaluate at a FCCLA or HOSA event |
| 3 | Participation in a State Conference/Meeting (e.g. WAFCS, WICFR) |
| 3 | Serve in an officer position (e.g. SPAFCS, WAFCS, UCFR. WICFR, CLASP) |
| 1 | Membership in a State organization (e.g.WAFCS, WFCE, WICFR) |
| 1 | Participation in professional organization activities / service projects |
| 1 | Participation in professional development and training (e.g. webinars, CEU Cert.) |

Date	Event/Activity	Points Earned	Contact Person and Information	Supporting Information Y or N?

Part II - Reflection: Write a brief reflection about the activities. What did you gain by participating? Who did you meet? Are there activities you would recommend to others? Identify which of the activities you found to be most beneficial to you and explain why. Describe the importance of community involvement in local organizations, programs, and events.

Prompts for Four (4) Lesson Plans

Lesson 1:

Please focus on the standards and objectives for the lesson. What are they and how did you design the lesson to address them?
How did you help the students make connections between the broad concepts and their everyday lives? Past experiences?
What teaching strategies are used to support the standards and objectives and engage students in learning the broad concepts?

Lesson 2:

Please focus on the introductions and closures used for the classes. How did you "hook" the students and prepare them for the lesson and what was done to wrap things up and provide reinforcement of the daily objectives?
How did you create an environment for learning? (i.e. behavior guidelines, structure, room arrangement, aesthetics, etc.)

Lesson 3:

Please focus on the procedures/methods for the lessons being taught. In what ways did you engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues?
What strategies were used to involve students in questioning?
How did you incorporate the writing process into the lesson? Reading processes?
How did you integrate other content areas, 21st century learning skills, and STEAM in the curriculum?

Lesson 4:

Please focus on the assessment of learning. What was done to determine if students "get it"?
How were the objectives evaluated (both formative and summative)?
What was done if students did not get it? What was done for those who already knew it?
How did you motivate students to be responsible for their own learning?