

Spring 2018

**SYLLABUS**  
University of Wisconsin-Stevens  
Point  
**EDUC 400**  
**Seminar in Student/Intern**  
**Teaching**

**Instructor** Cathleen Olds  
College of Professional  
Studies Room 464/466  
**Office Hours** Tuesdays  
9:30-11:30 or by  
Appointment

**Meeting Location**  
As announced &  
D2L  
[colds@uwsp.edu](mailto:colds@uwsp.edu)  
715.346.2449

**Course Description and Purpose**

**Seminar in Student/Intern Teaching** primarily focuses on the capstone project of completing the SOE ePortfolio and 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 portfolio and completion of the edTPA.

**Prerequisite:** Approval of department; concurrent registration in EDUC 398.

**Credit:** 1. Pass/Fail

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

<u>Date</u>	<u>Time</u>	<u>Attendance/Focus</u>
• <b>January 25, 2018</b>	<b>1:00 pm-4:00 pm*</b>	<b>All Education 400 Students</b>
*Morning edTPA session is also required 8:30-11:30 am		
• <b>February 16, 2018</b>	<b>9:00 am-4:00 pm</b>	<b>ECE, ELIT, SPED Handbooks Only</b>
<b>OR</b>		
• <b>February 23, 2018</b>	<b>9:00 am-4:00 pm</b>	<b>MATH, PA, WL, H/SS, SCI, ELA, FCS, PE</b>
• <b>May 18, 2018, 2018</b>	<b>9:00 am-4:00 pm</b>	<b>All EDUC 400 /ePortfolio Presentations and Licensing Session</b>

**All sessions are required to pass Education 400.**

**Missed sessions will require alternative written assignments in order to make up the content and pass the course. 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)**

*ECE: Early Childhood; ELIT: Elementary Literacy; SPED: Special Education*

*ELA: Secondary English; FCS: Family and Consumer Sciences; HSS: Secondary History/Social Studies; MATH: Secondary Mathematics; PA: Performing Arts/Music; PE: Physical Education; SCI: Secondary Science; WL: World Languages*

**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 will....*

1. engage in critical reflection about teaching practice and experiences.
2. show evidence of critical reflection and teaching competency in portfolios 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.

---

<sup>1</sup> Professional Presentation schedule will be shared by assigned university supervisor

**Required Activities**

- Attend and actively participate in all seminar activities
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Complete the Education Teacher Performance Assessment (edTPA)
- Complete the student teaching ePortfolio

**ePortfolio**

These items are to be added to the ePortfolio during the student teaching semester:

1. Philosophy of Education page: review/revise/reflect upon your original EDUC 381 writing
2. Student Teaching/edTPA page: a PDF of your completed edTPA submitted for Pearson Scoring is required to pass this course.
3. Credentials page:
  - 4 supervisor formative assessments
  - 1 Cooperating Teacher Final Evaluation for each placement
4. Optional: include a resume that you create for the job application process

## 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, and complete and share their professional teaching portfolios at the final seminar. Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of **Fail**. A passing edTPA score is required for Wisconsin Educator Licensure. Submission of the edTPA for Pearson scoring is required for this course.

## 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.

**Useful Websites for Soon-to-be-Teachers:**

[INTASC Model Core Teaching Standards](#)

[Wisconsin Educator Development and Licensure Standards](#)

[WI DPI Licensing Information](#)

[The WI Quality Educator Initiative \(PI34\): The Initial Educator Toolkit](#)  
The [Professional Development Plan](#)  
Note: [PDP Redesign](#)

[QEI](#) (Quality Educator Interactive)

[WECAN](#)

[Wisconsin Educator Effectiveness System](#)