

## 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) 400

## *Seminar in Student/Intern Teaching*

### Syllabus

### Fall 2023; 1 credit

August 25, October 6, December 15 (CPS 116)

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:

- 3 in-person meetings with large group; 2 in-person meetings with supervisor-run cohorts (same days as large group)
- 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 398/498, MUED 398, HIED 398 or PE 398

## 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 be 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* attend all seminars and actively participate in the online components of the course. All requirements are listed below:

Course Component	Description	Due Dates
<b>Assignments</b>		
Professional Resume & References	Using the tips and examples posted on Canvas, create your own resume to hand out at the job fair and use to apply for positions	Oct. 2 (printed copies for Oct. 6)
Job Fair/Career Plan Reflection	Respond to the prompts in Canvas following Oct 6 <sup>th</sup> meeting.	Oct. 29
Capstone Presentation	A 10-15 minute professional presentation focusing on a reflective prompt about your student teaching experience; presented to your university supervisor and a group of your fellow student teachers.	Dec. 15
<b>Activities</b>		
1 <sup>st</sup> On-campus Meeting	Discuss the early weeks of your placement and your overall student teaching experience in a large-group meeting; meet your supervisor in small cohort meetings in the afternoon.	August 25, 2023
2 <sup>nd</sup> On-campus Meeting	Hear from current principals about interviewing and what they look for in teacher candidates.	October 6, 2023 at 11:30 a.m.
Job Fair	Meet and mingle with school district representatives on campus. Attendance is mandatory. Prizes will be given out during the event.	Oct. 6 <sup>th</sup> from 1:00 to 3:30 p.m.
3 <sup>rd</sup> On-campus Meeting	Licensing Session with UWSP Licensing Officer, Maggie Beeber	December 15, 2023 1:30 to 3:30 p.m.

## Course Components

### Lectures & Guest Speakers

Each seminar meeting will provide you with important information regarding the business of student teaching, applying for jobs, etc. It is recommended that students attend in-person and via the synchronous virtual session, ask questions, and take notes as needed. An asynchronous recording will be provided for those unable to attend, but every effort should be made to attend. (Seminar attendance is an acceptable reason to be absent from student teaching.)

Guest speakers will provide thought-provoking and important discussion. They may share resources as part of their presentations, and it is strongly suggested that you read or save these resources for future reference. All materials shared by speakers will be made available in Canvas.

### Readings

Readings may be provided in Canvas as an alternative or supplement to seminar speakers and topics.

### Capstone Presentation

For this project, you will choose one prompt below and create a presentation to be presented to your university supervisor for evaluation. This presentation will take place the morning of the third and final seminar. Presentations should be approximately 10-15 minutes in length, and they may 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 describe how you were able to overcome it. Share your most rewarding experience as a novice teacher. 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.

Student/Intern Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

### Capstone Presentation RUBRIC

Criteria	Exceptional	Acceptable	Not Acceptable/Incomplete
<b>Introductions, Reflections &amp; Projections</b>	<ul style="list-style-type: none"> <li>* Interesting introduction of a required prompt</li> <li>* Abundant evidence of learning &amp; application to future growth as a teacher</li> <li>* Demonstrated effective Reflection on teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction of a required prompt</li> <li>* Reflects on experiences</li> <li>* Substantial amount of evidence of learning &amp; application to future growth as a teacher</li> </ul>	<ul style="list-style-type: none"> <li>* Off Topic of Prompts required</li> <li>* Limited or no Reflection</li> <li>* Little or no evidence of learning &amp; application to future growth as a teacher</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>* In-depth introductions &amp; reflections</li> <li>* Attention to audience</li> <li>* Interesting, relevant descriptions of experiences</li> <li>* Polished / No editing errors</li> <li>* Consistently used professional posture and gestures</li> <li>* Excellent speaking voice</li> </ul>	<ul style="list-style-type: none"> <li>* Basic introductions &amp; reflections</li> <li>* Some attention to audience</li> <li>* Relevant descriptions of experiences</li> <li>* Professional posture and gestures most of the time</li> <li>* Adequate speaking voice</li> <li>* Some editing errors</li> </ul>	<ul style="list-style-type: none"> <li>* Minimal introductions &amp; reflections</li> <li>* Little attention to audience</li> <li>* Many irrelevant details of poor or questionable quality</li> <li>* Many editing errors</li> <li>* Distracting posture</li> <li>* Speaking voice is unclear or inaudible</li> </ul>
<b>Quality of Presentation</b>	<ul style="list-style-type: none"> <li>* Used visual aids effectively to enhance presentation</li> <li>* Responses to questions were clear and articulate</li> <li>* Spoke clearly and enthusiastically</li> <li>* Few or now spacers used.</li> </ul>	<ul style="list-style-type: none"> <li>* Some visuals</li> <li>* Few spacers, e.g. um, you know, like, you guys, etc.</li> <li>* Answered most questions articulately</li> <li>* Showed some enthusiasm for the topic</li> </ul>	<ul style="list-style-type: none"> <li>* No visuals</li> <li>* Frequent and overuse of spacers such as um, you know, like, you guys,</li> <li>* Could not respond to questions from the audience</li> </ul>
<b>Overall</b>	<ul style="list-style-type: none"> <li>* Well organized</li> <li>* Very creative</li> <li>* Polished/Professional appearance</li> <li>* Variety of media</li> <li>* Good balance</li> <li>* Descriptive detail</li> <li>* User-friendly navigation</li> </ul>	<ul style="list-style-type: none"> <li>* Evidence of organization</li> <li>* Some evidence of creativity</li> <li>* Use of media</li> <li>* Some descriptive detail</li> <li>* Generally user-friendly navigation</li> </ul>	<ul style="list-style-type: none"> <li>* Basic or poor organizational structure</li> <li>* Lacks creativity</li> <li>* Irrelevance of information</li> <li>* Little or no descriptive detail</li> <li>* Difficult or confusing navigation</li> </ul>

Comments:

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

Reviewer/Supervisor Name \_\_\_\_\_

## 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.

## Course Schedule

Date	Seminar Topic	Schedule & Location(s)
August 25, 2023	All Student Teacher Meeting  Supervisor Cohort Meetings	9:30-11:30 a.m.: CPS 116  1:00-3:00 p.m. Various Locations (CPS & CCC)
October 6, 2023	All Student Teacher Meeting; Guest Speaker: TBD  Teacher Job Fair	11:30 a.m.-1:00 p.m.: CPS 116  1:00-3:30 p.m. Laird Room, DUC
December 15, 2023	Capstone Presentations with supervisors  Licensing Session	Starting around 10:00 a.m. Various Locations (CPS & CCC)  1:30-3:00 p.m. CPS 116