



SEMINAR FOR STUDENT INTERNS & TEACHERS

BIED 400 – Course Syllabus, Fall 2019

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Office Thursday 12-2, Or
Hours: by appointment

The primary focus of the Seminar in Student/Intern Teaching is the completion of the SOE capstone project. In addition, structured group discussions dealing with aspects of teaching, particularly those 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 and Wisconsin Teacher Standards through completion of the professional teaching capstone project.

Course Objectives:

- Collaborate with peers, cooperating teachers and university supervisors in assessing competency based on InTASC Standards, including the performance tasks for the science majors.
- Show evidence of critical reflection and teaching competency in the teaching capstone projects.
- Prepare for teacher certification and the job market.
- Participate in collegial discussions with peers and university supervisor. *Topics will include, but not be limited to* concerns in the classroom, professional development opportunities for teachers, career services.
- Demonstrate understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

WTS/InTASC Standards Addressed:

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Class Meetings:

- Sept 20 BIED Seminar II – Interview Tips and Resume Building, CBB 300, 1:00-3:00
- Oct 4 SOE edTPA Mandatory Meeting CPS 116, 9:30-4:00
- Nov 1 SOE edTPA workday and submission support, CPS 116, 9:30-1:00, Seminar III
- Nov 7 edTPA due
- Dec 1 Talk with your cooperating teacher and have a preliminary evaluation to include for your capstone presentation
- Dec 13 BIED Seminar IV Capstone Presentation
 Capstone presentation: CBB 300, 9:00-11:00
 Student Teacher Job Fair: UWSP DUC Alumni Room, 11:00-1:30
 School of Ed Licensing Information Session: CPS 116, 1:30-4:00

Commencement

Dec 14, 2019

edTPA Due Date

Nov 7, 2019

In order to pass BIED 400, you will need to submit the following documents at the time indicated. Failure to complete one of these assignments will result in an unsatisfactory grade for this class.

- Attend all seminars (including **designated** workshops conducted by EDUC 400 seminar)
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Completion and Presentation of the Student Teaching Capstone Project. The following items should be included:
 - Review/revise Teaching Philosophy
 - Upload Credentials (Practicum, CT and Supervisor Evaluations)
 - Complete and post a pdf (without video) of **edTPA**
- Respond to discussion prompts on CANVAS and reply to at least one comment / each post
- Upload to the drop box at least one lesson, lab or resource to share with your colleagues.

Grading:

- Students are required to attend all seminars.
 - Attendance is mandatory unless excused by the instructor and the university supervisor.
 - The seminar is graded Pass / Fail, based on seminar attendance, participation and professionalism, and completion and sharing of your professional teaching capstone projects at the final seminar.
 - You are also expected to be respectful and considerate of your colleagues.
- Assignments are expected to be turned in on time and attendance is expected. *Please see the Core Values document for more detailed expectations.*

SEMINAR SCHEDULE

	Topics/Assignment	Due Date <i>*Assignments are due to CANVAS by midnight on the due date unless otherwise indicated.</i>
Seminar #1	1) Networking with fellow student teachers & reflection on teaching 2) Capstone requirements and rubric 3) Approach to teaching science	August 22
	Submit Teacher Candidate Info	Sept 1
	Discussion Thread #1	Sept 8
	Submit CV/resume draft to CANVAS edTPA update Discussion Thread #2	Sept 15
Seminar #2	1) Networking with fellow student teachers & reflection on teaching 2) Review teaching resumes/CV 3) Capstone project construction, design & examples 3) The interview process 4) Interview questions	Sept 20
	edTPA update (drop box)	Sept 22
	Discussion Thread #3	Sept 29
	edTPA Workshop	Oct 4
	Share a lesson or resource with your colleagues in	Oct 13

	the course *(dropbox & discussion thread)	
	edTPA update to Slemmons	Oct 20
Seminar #3	edTPA Worktime and Submission Seminar III?	Nov 1
	edTPA Due	Nov 7
	Revised teaching philosophy to CANVAS	Nov 17
	Discussion Thread #4	Nov 24
	Capstone Presentation Prep	Dec 1
	Discussion Thread #5	Dec 8
Seminar Meeting #4	Tips for future student teachers Suggestions for course or School of Ed 1) Presentation of capstone 2) How to get your license 3) Career tips	Dec 13

Useful Websites for Soon-to-be-Teachers:

INTASC Model Core Teaching Standards:

http://ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Wisconsin Educator Development and Licensure Standards:

<http://tepdn.dpi.wi.gov/resources/teacher-standards>

WI DPI Licensing Information: <http://tepdn.dpi.wi.gov/licensing/educator-licensing>

The Initial Educator Toolkit:

<http://tepdn.dpi.wi.gov/files/tepdn/pdf/pdpinitialeducatortoolkit.pdf>

The Professional Development Plan: <http://tepdn.dpi.wi.gov/pdp/professional-development-plan>

QEI (Quality Educator Interactive): <https://qei.wisconsin.edu>

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Plagiarism/Academic Misconduct

A complete listing of issues and disciplinary actions for plagiarism/academic misconduct can be found at this link:

<http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf>. The complete list of Rights and Responsibilities can be found on the [Division of Student Affairs website](#).

Student Teaching Seminar Capstone Presentation

Directions: Choose one prompt below and plan to present this at the final seminar. Your presentation should be 10-15 minutes and may include creative visual aids, PowerPoint, Prezi, video, etc. Refer to the attached Procedures for the SoE Professional Presentation.

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 a teacher and educator.

Prompt 3

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

Procedures for the SOE Professional Presentation

You will give your Professional Presentation as a part of your Capstone Project for student teaching. You are encouraged to invite guests.

You will have 10-15 minutes to give your presentation. During this time, you want to reflect on who you are as a teacher.

- Select one of the three prompts provided to you above.
- Prepare a presentation for your cohort.
- Use your time wisely.
- Speak clearly, enthusiastically, and smile! This is your chance to shine.
- Questions may be asked at the end of the presentation.

Your professional growth/development is a “work in progress.” Use this opportunity to highlight your journey thus far and be open to compliments as well as constructive criticism to enhance your growth as a teacher. This is a great practice for future interviews!

Tips and Guidelines for your Professional Presentation

The Capstone Presentation can be considered a mock interview. There are a number of things you should be mindful of as you strive to create a professional presentation.

- 1) Your **attire** should reflect a professional. Your attire for the presentation should reflect how you would dress for an interview.
- 2) **Talk** to your audience as you would a panel of educators who may want to offer you a position.
 - a. Eliminate distracting language like “um, you know, like, you guys, etc.”
 - b. Do not chew gum when speaking.
- 3) Be mindful of your **body language** (e.g. stand up straight, arms uncrossed, etc.)
- 4) Use your presentation to provide a professional glimpse of you-the individual and teacher.
- 5) The direction your **presentation** takes (e.g. what you choose to show, talk about or highlight) is, in most cases up to you. Questions like these may be asked of you:
 - i. Why do you want to become a teacher?
 - ii. How does your performance reflect your philosophy of education?
 - iii. Describe how you engage students in their learning
 - iv. How do you relate to your students?
 - v. How do students relate to you?
 - vi. How do you know students are learning?
 - vii. What are your strengths/challenges as a teacher?
- 6) The **length of the presentation** is 10-15 minutes. Plan your time well by **rehearsing** what you will say and do during that time you give your presentation. Be mindful of your time limit. **DO NOT** exceed it. Again, consider this an interview of sorts where you want to speak purposefully and not just to fill time.
- 7) Following your presentation, you may ask for questions or comments.